THE PSYCHOLOGY OF EARLY ADOLESCENCE

E. LEIGH MUDGE

Mrs. J. C. Russell
528 - S. Howard

THE PSYCHOLOGY OF EARLY ADOLESCENCE

By
E. LEIGH MUDGE

A Textbook in Teacher Training, conforming to the standard, outlined and approved by the Sunday School Council of Evangelical Denominations.

THIRD YEAR SPECIALIZATION SERIES

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SPECIALIZATION COURSES IN TEACHER TRAINING

In religious education, as in other fields of constructive endeavor, specialized training is to-day a badge of fitness for service. Effective leadership presupposes special training. For teachers and administrative officers in the church school a thorough preparation and proper personal equipment have become indispensable by reason of the rapid development of the Sunday-school curriculum which has resulted in the widespread introduction and use of graded courses, in the rapid extension of departmental organization, and in greatly improved methods of teaching.

Present-day standards and courses in teacher training give evidence of a determination on the part of the religious educational forces of North America to provide an adequate training literature, that is, properly graded and sufficiently thorough courses and textbooks to meet the growing need for specialized training in this field. Popular as well as professional interest in the matter is reflected in the constantly increasing number of training institutes, community and summer training schools, and college chairs and departments of religious education. Hundreds of thousands of young people and adults, distributed among

all the Protestant Evangelical churches and throughout every state and province, are engaged in serious study, in many cases including supervised practice teaching, with a view to preparing for service as leaders and teachers of religion or of increasing their efficiency in the work in which they are already engaged.

Most of these students and student teachers are pursuing some portion of the Standard Course of Teacher Training prepared in outline by the Sunday School Council of Evangelical Denominations for all the Protestant churches in the United States and Canada. This course calls for a minimum of one hundred and twenty lesson periods including in fair educational proportion the following subjects:

(*a*) A survey of Bible material, with special reference to the teaching values of the Bible as meeting the needs of the pupil in successive periods of his development.
(*b*) A study of the pupil in the varied stages of his growing life.
(*c*) The work and methods of the teacher.
(*d*) The Sunday school and its organization and management.

The course is intended to cover three years with a minimum of forty lesson periods for each year.

Following two years of more general study, provision for specialization is made in the third year, with separate studies for Administrative Officers, and for teachers of each of the following age groups: Begin-

ners (under 6); Primary (6-8); Junior (9-11); Intermediate (12-14); Senior (15-17); Young People (18-24), and Adults (over 24). A general course on Adolescence covering more briefly the whole period (13-24) is also provided. Thus the Third Year Specialization, of which this textbook is one unit, provides for nine separate courses of forty lesson periods each.

Which of these nine courses is to be pursued by any student or group of students will be determined by the particular place each expects to fill as teacher, supervisor, or administrative officer in the church school. Teachers of Juniors will study the four units devoted to the Junior Department. Teachers of young people's classes will choose between the general course on Adolescence and the course on Later Adolescence. Superintendents and general officers in the school will study the four Administrative units. Many will pursue several courses in successive years, thus adding to their specialized equipment each year. On page four of this volume will be found a complete outline of the Specialization Courses arranged by departments.

A program of intensive training as complete as that outlined by the Sunday School Council necessarily involves the preparation and publication of an equally complete series of textbooks covering no less than thirty-six separate units. Comparatively few of the denominations represented in the Sunday School Council are able independently to undertake so large a program of textbook production. It was natural, therefore, that the denominations which together had

determined the general outlines of the Standard course should likewise cooperate in the production of the required textbooks. Such cooperation, moreover, was necessary in order to command the best available talent for this important task, and in order to insure the success of the total enterprise. Thus it came about that the denominations represented in the Sunday School Council, with a few exceptions, united in the syndicate production of the entire series of Specialization units for the Third Year.

A little more than two years have been required for the selection of writers, for the careful advance coordination of their several tasks, and for the actual production of the first textbooks. A substantial number of these are now available. They will be followed in rapid succession by others until the entire series for each of the nine courses is completed.

The preparation of these textbooks has proceeded under the supervision of an editorial committee representing all the cooperating denominations. The publishing arrangements have been made by a similar committee of denominational publishers likewise representing all the cooperating churches. Together the Editors, Educational Secretaries, and Publishers have organized themselves into a voluntary association for the carrying out of this particular task, under the name *Teacher Training Publishing Association.* The actual publication of the separate textbook units is done by the various denominational Publishing Houses in accordance with assignments made by the Publishers' Committee of the Association. The enterprise

as a whole represents one of the largest and most significant ventures which has thus far been undertaken in the field of interdenominational cooperation in religious education. The textbooks included in this series, while intended primarily for teacher-training classes in local churches and Sunday schools, are admirably suited for use in interdenominational and community classes and training schools.

This volume includes the specialized study of the intermediate pupil. The period of early adolescence, from about 12 to about 14, coincides with the period of the Intermediate Department in our Sunday-school classification and with the junior high-school period in the organization of the public school. While it grows out of the period of later childhood and is closely related to that stage in development, and while it also merges gradually into middle adolescence, the intermediate period has some distinct and important characteristics and problems. The writer of this book has attempted to set the chief distinguishing marks of early adolescence by themselves, to study the problems involved in understanding this distinctly problematic age and to give some suggestions for practical pedagogy as well as for further study.

The field of human genetic psychology is relatively new and untilled. But there is a growing feeling that among the subjects of chief importance for prospective teachers none is more important than a study of the nature of the pupil to be instructed and guided. And as specialization becomes the rule both in the public school and in the church school it is clear that teachers

must study diligently the nature of the pupils they are to teach. Within the past decade a number of very valuable general studies of childhood and adolescence have appeared. This series of specialization texts marks an advance step in acquainting the teacher in training with a definite age group of pupils. The student electing this course will study the nature of intermediate boys and girls. It is hoped that this textbook may open the door to a thorough first-hand study that will discover many elements in boy and girl life which cannot be discussed within the limits of a brief textbook.

For the Teacher Training Publishing Association,
HENRY H. MEYER,
Chairman Editorial Committee.

A DEVELOPING FIELD OF STUDY

THE history of a modern science is like the life history of a tree. Each may be said to start as a single stalk, then divide into two or three branches. These develop into still others, until we have a great number of specialized twigs all related to the parent trunk. Thus the study of man is divided into such great branches as physiology and psychology. Psychology is divided into a variety of branches, of which adult psychology has long been a chief branch. Child psychology is a rather recent development. When the writer, as a university student, less than twenty years ago wished to give some attention to child psychology, he was dissuaded with the information that "about all that we know about child psychology is that we know nothing about it." Since that time there have been many students of this subject, most of them including under the head of "child psychology" all discussion of the developmental period.

The first major division to grow out of child psychology was the psychology of adolescence, which has, in its turn, been treated as a unitary period. Later students divided childhood into two periods, earlier and later, and made a similar division of adolescence. The more recent custom, which we follow in this book, divides childhood into three periods (after infancy) and makes a similar threefold division of adolescence.

We shall here discuss the earliest of these adolescent periods—the pubertal, or early-adolescent period.

This volume is based upon the author's experience as a teacher and student of adolescent life both in the Sunday school and in the public school and higher institutions. As a college and normal-school teacher he has been engaged in training young men and women for teaching adolescent boys and girls in grade schools and high schools. Many conclusions in this book are traceable in part to the testimony of college students to their memories of their own early adolescence. Although the evidence of one's memory of earlier years must be accepted with discriminating care, the relative nearness of these students to the period investigated adds to the value of their testimony.

It is hoped that teachers and students who read this book will not depend on it for all or even the larger part of their knowledge of early adolescence. The function of a textbook is very different from that of a cyclopedia. It should be a suggestive gateway into the problems of the subject studied. This subject should be largely a laboratory study, your laboratory being your own classroom, if you are already a teacher, or in any case some available group of early adolescent boys or girls. Observe them, study them, and seek for a sympathetic contact with their lives and their problems.

At the end of each chapter will be found a series of problems or projects to be worked out by the student and also a selected list of references which will be of value.

CHAPTER I

THE BACKGROUND OF ADOLESCENCE

It is difficult to describe any developing thing. You may photograph it, analyze it, describe it as it is to-day; but to-morrow it will be different and will need another description. To make your descriptions of any value you must employ some sort of measure or classification, so as to distinguish between stages of development. Here again there are difficulties, for your scale is likely to be more or less arbitrary and cannot take account of all the actual changes in a constant process of development. When to these difficulties is added the exceeding complexity of human life and the human organism, the difficulty of classifying the developmental period, from birth to adult life, is clearly seen.

Defining the Period

This difficulty appears when we attempt to define the period of early adolescence. It is the period when the myriad forces that, within a few years, transform a child into an adult are in their first swirling confusion. It is frequently called the pubertal period, because puberty is its central and characteristic experience. But puberty does not come at a uniform age. It appears earlier in girls than in boys; earlier in warm countries than in cold; and there are wide individual

variations in the coming of this epochal physiological change. But, admitting that its characteristic marks may appear earlier in some cases than in others, we may conveniently consider the period of early adolescence to include the years from twelve to fourteen or fifteen. Within these years a complex and tumultuous multitude of characteristics come into prominence in the developing nature. We shall not have space in this textbook even to name them all, but we shall discuss many of them briefly and refer to books in which others are specially treated.

School groups.—In terms of Sunday-school and public-school classification early adolescence is the intermediate or junior-high-school age. Middle adolescence covers approximately the senior age in the Sunday school or the senior-high-school period—fifteen to seventeen. Later adolescence covers the years of the Sunday-school Young People's Department or the college and university years—from seventeen or eighteen to about twenty-four.

Adolescence as Readjustment

There are vast differences between childhood and adulthood, and it is not strange that the transition period is a very complicated one. It is a period of conflicting impulses, of stress and strain, of a multitude of bewildering characteristics and states. Into the whirlpool of adolescence the impulses of childhood are poured. Up from its depths arise new or greatly modified impulses, and out of it flow the normally strong though relatively placid streams of adult life.

With wide individual variations adolescence represents a readjustment of bodily and mental powers and of social and æsthetic and religious relationships. It should not be supposed, however, that adolescence is merely a riot of new forces in the personality. It is organically connected with childhood and should be studied with constant reference to the period out of which it comes. There are no new laws of thought or emotion in adolescence; there is only a development, relatively rapid, to be sure, of mental functions already operative. For example, reasoning, submitting all ideas and beliefs to the adjudication of thought, is relatively characteristic of adolescence. That which has previously been accepted as true must satisfy the adolescent idea of reasonableness. But reasoning does not suddenly spring into being at this point. Thought and logical inference have been developing from very early childhood, and it is important to recognize the roots of this and other phases of the adolescent mind in the preceding periods.

Characteristics of the Preadolescent Period

Early adolescence is preceded by a period of some years which may be called "later childhood." We shall need a general knowledge of the characteristics of this period in order to understand the period that grows out of it. The following list of characteristics of later childhood may be supplemented from your own observation and from your study of books on childhood:

Physical.—Relatively slow physical growth; great immunity to exposure; growing resistance to fatigue.

Social.—Fighting, quarreling, and teasing; individual interest in competitive games; a developing "gang" tendency; interest in clubs and societies; interest in chums; an apparent sex repulsion; sympathy with individual suffering.

Emotional and ethical.—Slight but growing control of emotions; vivid daydreams; a developing code of honor; no clear distinction between truth and imagination; a visual image of God; a relative readiness to believe what older people say about religion; little interest in religion as an inner, personal experience.

Intellectual.—Vivid imagination; inventive tendency; acute perception; interest in acquiring skills; interest in memorizing; interest in reading; interest in relatively isolated facts.

Miscellaneous.—Interest in biography; adventure interest; interest in pets; barter or temporary exchange of property; indifference of boys to personal appearance;[1] the tomboy age in girls; choosing a vocation without a reason.

Significance of the preadolescent period.—All these elements in the preadolescent period are important to the student of early adolescence. They are not suddenly superseded at puberty; they develop and change. The significance of education appears in the fact that each period leans upon the one preceding it. What the adolescent boy or girl is depends on the years of childhood. What one teacher does with a child

[1]A mother writes of her fifteen-year-old son: "He has just taken to combing his hair without coercion. When we left ——— (two years before), he wept because he had to spend $23 of his money for a suit; yesterday he was more than happy to spend $36.50."

modifies the work of all succeeding teachers. The pre-adolescent period may be described as a time of preparation, of the slow but steady development of reserve energy that will be needed in the storm and stress of adolescence, of the forming and fixing of habits that should be well established by the time the currents of new and strange forces come sweeping into adolescent experience. Throughout this period the development of habits of right conduct and religious observance and the stimulation of worthy ideals are of high importance. The safety of our boys and girls in adolescence is largely in these preestablished ideals and habits.

Adjustments to Be Made

A comparison of an eleven-year-old child with an adult will show vividly what adjustments must be made by the intervening processes of adolescence. A typical eleven-year-old boy is impulsive, noisy, careless about personal habits, holds girls in contempt (or, at least, affects to do so), is interested in concrete situations but not in abstractions, fights for his personal rights, enjoys games that reward individual prowess, has strong emotions but weak self-control. There are many changes and developments to be made before he has the very different characteristics of manhood. A girl of the same age is just as widely different from a mature woman. The changes which must take place are the work of adolescence. Most of these adjustments are of slower growth than some have supposed, their development continuing into the later teens or

early twenties; but in many cases their most vigorous and rapid growth is in early adolescence.

It is sometimes difficult to mark their adolescent flowering, because neither the boys and girls themselves nor their adult observers understand the meaning of impulses when they first appear. Indeed, many of the impulses of early adolescence are vague and indefinite, apparently meaningless, and hence sometimes perplexing and distressing to those who experience them.

It is the work of adolescence to develop out of a child's body, mind, moral attitudes, and æsthetic appreciations the vastly different corresponding qualities of an adult. Habits and skills that cannot be fully developed in childhood must be perfected. Instincts that have been but slightly manifest in childhood must be brought into full functioning. Some of the instincts and emotions have been relatively unchecked in childhood, while others have been repressed or have not appeared with any degree of energy. These must be harmonized and wrought into a unity. There are three ways in which an instinct may be modified. It may be *facilitated* or encouraged; it may be *inhibited* or repressed; or it may be *sublimated* or changed in its expression. It is the work of education consciously to effect such modifications. There are certain modifications of instincts which the processes of adolescence seem to effect without our aid. Thus, the social impulses are normally facilitated in early adolescence, but emotional expression is relatively inhibited. Thus, the impulse of fear undergoes sublimation, being in great

degree modified from the original tendency to flight or terror until it becomes a chief element in the feelings of awe and reverence. The teacher should be familiar with these normal adjustments and should know how to influence his pupils so as to effect other desirable modifications of their impulses. The important part assumed by early adolescence in making the adjustments needed between childhood and adult life will be shown in succeeding chapters.

Problems

1. Write a careful description of some preadolescent boy or girl whom you know. Then parallel this by indicating the changes that must take place before he or she is a normally developed adult.
2. The period beginning about the fifteenth year and ending about the seventeenth is called "middle adolescence." With definite boys and girls in mind make a list of characteristics of this period, showing wherein it differs from early adolescence.

References for Further Reading

The High-School Age, King, Chapter V.
Seven Ages of Childhood, Cabot, Chapters I to IV.
Girlhood and Character, Moxcey, Chapters II and III.
Adolescence, Hall, two volumes.
Youth, Hall.
The Psychology of Childhood, Norsworthy and Whitley.
Introduction to Child Psychology, Waddle.

CHAPTER II

A PERIOD OF TRANSITION

To UNDERSTAND any period it is necessary not only to know its characteristics and to know something of the period out of which it comes, but also to have some understanding of the period into which it develops. Hence, we should constantly view early adolescence against the background of the whole developmental period of childhood and youth.

THE PROBLEM OF ADOLESCENCE

The study of adolescence is difficult because of the relatively rapid changes, physical and mental, which are occurring. These changes are not clear and distinct successive states, but a veritable whirlpool of new forces that enter the life of boy or girl to the great bewilderment of everyone, including these young people themselves. There is a paradoxical blend of new and old impulses, of mutually contradictory impulses, so that in early adolescence many impulses are vague and perplexing. "I don't understand Mary," says her mother. "She has the keenest mind of any of my children, but her Sunday-school teacher says she is restless and mischievous in class and never joins in the discussions or answers a question." "John, why do you act this way?" asks his puzzled father, when John

moodily refuses to wear the hat he has long been asking for, and will not give any explanation for his refusal. John and Mary themselves do not understand the reason for the queer impulses and unreasonable behavior that make them such a problem to older people. They often feel a vague sense of estrangement. Susan Dorsey tells of a young girl who said to another after a speaker had urged the junior high-school girls to spend more time at home, "Wasn't it strange for Mrs. ——— to tell us to get acquainted with our mothers? I know my mother." "Well," replied the other girl, "maybe you do, but I don't know my mother, and I can't get acquainted with her."

A complex period.—The whirlpool of adolescent impulses is not a chaos, however; it has its dominant currents, which, after a time, emerge from the swirl of new feelings, emotions, and ideas, become more and more regular, dependable, and clear, until they assume the relatively even flow of adult life. Human life is never simple. There are unmeasured complexities in the life of the newborn babe or the mature man, but the period of adolescence is one of unusual complexity, at least to superficial observation. Percy R. Hayward tells of a group of boys who unanimously agreed to attend a contest with groups from other churches. Only two of the boys appeared. A month later, when a similar competition was held, the boys came in full force and entered enthusiastically into the contest. Were they insincere in promising to attend the first contest? No, but they experienced a characteristic adolescent change of feeling. They became

self-conscious, afraid of failure in the competition. It is this sort of paradoxical, complex behavior which puzzles and worries many parents and teachers.

Possible Overemphasis on Classification

The student should be aware of the constant danger of overemphasizing the various divisions into periods. We are dealing with organisms, bodies and minds, which are constantly changing, and with periods that merge into one another as do the various life stages of an oak tree. But, since the development is not a steady, dead-level progress, we may aid our study by distinguishing certain stages. We may divide adolescence into three periods—early, middle, and later adolescence.

Comparison of Early With Middle Adolescence

It is natural that the perplexing vagaries of currents and counter-currents should be most noticeable in the earlier stages of adolescence. Early adolescence is in the grip of relatively unknown forces and is consequently bewildered, awkward, self-conscious. The boy of this period doesn't know what to do with his hands or his feet, and this may symbolize his relation to many things with which he has to deal. He does not know how to use his enlarging muscles, his lengthening bones, his changing physical impulses, his new feelings and motives, and the new ideas that accompany these other changes. So he amazes his parents by strange antics, loud laughter, unconventional behavior, and a queer blend of half-mature, half-childish ideas.

A higher development.—Middle adolescence is beginning to get used to the newer life forces. The large fundamental muscles are under better control and skill in the finer muscular coordinations is developing. The body is normally becoming more symmetrical and less angular. Awkwardness is giving way to more graceful movements. And with the physical refinements a better mental balance is being attained. Despite the self-distrust that often still appears there is a distinct self-confidence, often unreasonably exaggerated. The fits of sulkiness which characterized the earlier period have led to a characteristic melancholy, which alternates with periods of joy and cheerfulness. An examination of the precocious poems written by our notable poets in middle adolescence or a little later shows clearly this characteristic melancholy. Sometimes it appears in early adolescence, but it is usually a middle-adolescent trait.

Aesthetic appreciation.—Middle adolescence witnesses the normal flowering of the love of beauty. Æsthetic appreciation has been growing through early adolescence, but has still much of the childish love of bright colors, loud sounds, vivid sensory experiences. There is no sudden leap into full appreciation, but beauty seems to make a much deeper appeal in the midst of the middle-adolescent years than ever before.

Sex relations.—How large a part of the incipient courtship of early adolescence is due to the unduly stimulating suggestions of older persons is hard to determine. There is evidently a new attitude of interest in the opposite sex in the boy or girl of this period,

though the time to expect the budding of individual romance is normally the later period. Middle adolescence is usually the period of the first definite love interest, and very real though frequently short-lived courtships may be expected at this time. There is a notable development of social attitudes that aids in the differentiation of middle from early adolescence. Early adolescence is the climax of the gang period—the time when boys or girls form naturally in rather small groups and also are interested in chums of the same sex. In middle adolescence there are perhaps fewer chums but a tendency of such friendships to be more permanent, while the general social interest extends to larger groups.

Comparison With Later Adolescence

The term "later adolescence" has been used for the period from about seventeen years to perhaps twenty-four. This includes the college years for one fortunate group and the years when life is settling down to its pace of permanent service and adult interests. These are the years when the various and often inharmonious impulses of adolescence are resolved into some sort of balance; when habits of acting and feeling and thinking are approaching a relative fixity. Some of the differences between this period and early adolescence may be indicated by a study made by the author with the assistance of nearly two hundred college and university students. These students, themselves in the midst of the period of later adolescence, were asked to recall their experiences, impulses, and interests of

the age of fifteen and compare them with their present experiences as to their relative strength or vividness. Obviously this involves the uncertainty of memory, and the recorded judgments should not be taken as positive and conclusive evidence by themselves. Their testimony is of value, however, as contributory evidence. The following statements appear to be warranted by this study:

Contrasting interests.—In later adolescence there is *greater interest* than in early adolescence in *business matters, machinery, love stories, visual art, music, literature, newspapers, politics,* and *social functions.*

There is *less interest* in later adolescence than in early adolescence in *pets, collections, adventure stories, puzzles,* and *active games.* This does not necessarily mean that these interests disappear in later adolescence. Indeed, the author's study of girls' collections[1] shows that there is a wide variety of collection interests extending into the college years.

Other characteristics of later adolescence, according to this study, are *ease of controlling emotions, willingness to accept authority, feelings of responsibility, ability to concentrate, concrete planning for the future. In early adolescence,* however, *quick anger, daydreaming* and *vivid night dreams* appear characteristic.

Early Adolescence a Transition Period

Transition periods, in the life of an individual or of a social group, are likely to be marked by irregular

[1] *Pedagogical Seminary,* Volume XXV, Number 3, September, 1918, page 319.

progress, a mixture of tendencies and counter-tendencies, and a considerable degree of noise and disturbance, all of which are disconcerting to a mature individual or a developed social state. Early adolescence is such a period. It is essential that the child become an adult, and this cannot be accomplished by any instantaneous transformation. There must be a process of growth, and this necessitates many adjustments and readjustments. One must learn how to use larger and stronger muscles, how to control a changing system of nervous responses, feelings, and emotions, how to maintain a mental balance in the midst of experiences impossible before. As new forces and influences appear in the life of the adolescent boy, the world itself, for him, becomes changed. He lives in one world in childhood; now he must adjust himself to a very different world; and in so doing he is being prepared for the adult world which lies beyond. He becomes conscious of many elements in human life which he has not known. His social outlook widens and he becomes conscious of new social relationships into which he must enter. He becomes self-conscious and awkward and shy. He is attracted toward new social relationships and also is afraid of them. He wants to join the crowd, but he is bashful. He is anxious to please and afraid of offending, and still may feel a wild delight in shocking people. He has a new social consciousness, but has not outgrown the self-regard of childhood. Being neither a child nor a man, but having a mixture of the traits of childhood and manhood, he is a complex of contradictions. At times, and some-

times almost simultaneously, he is bold and timid, self-assertive and self-reproachful, careless and particular, sensitive and apparently callous, ill-humored and cheerful, irascible and meek.

Why They Are Misunderstood

It is not strange that boys and girls of this age are misunderstood by older people. Still less should they be expected to understand themselves. Until we know that such complexities and self-contradictory traits as are mentioned above are normal and natural we are not prepared to deal sympathetically with early adolescence. The blind blundering of parents and teachers and law-enforcement officers has done vast harm to many boys and girls who might have been saved from lives of vice and crime had they been treated intelligently and sympathetically. If you have in your class a "bad" boy or the girl whom the teachers call the "terror" of the school you have a problem to be solved not by severity and sarcasm, but by a patient study of the nature, needs, and interests of this individual pupil.

The runaway tendency.—The often-observed tendency of boys or girls of this period to run away from home is due in part to the native *wanderlust* that most of us feel to some extent and which has appeared before in the running away of childhood; but another contributing cause is that parents frequently get out of touch with the boys and girls whose impulses and motives they do not understand. A frequent ground of misunderstanding is the indolence of which active parents often complain. Boys and girls who have been

energetic and alert often puzzle older people by their laziness in early adolescence. This is frequently due to rapid bodily growth and the increasing strain upon heart, lungs, and other visceral organs. The adrenal glands, whose function it is to stimulate and "tone up" the muscular system, become easily exhausted in this period when rapid growth puts new demands upon them. Frequently there is energy coming in spurts followed by periods of lassitude. The indolence of early adolescence should be met with sympathy rather than unqualified disapproval. The boys and girls are aware of this characteristic laziness, but they do not understand its cause. Understanding and helpful teachers are greatly needed.

Many boys and girls who have been blamed for indolence in early adolescence have become active and energetic in later years. Special consideration should be shown the girls at this time, when important life functions are being established.

Pedagogical Hints

Our boys and girls are puzzling enough at best, but they are less perplexing to us as teachers if we recognize that shifting moods and contradictory traits are normal. Do not expect that John will come to Sunday school every Sunday in the same mood, or that Mary's behavior can always be predicted. But do not make the mistake of treating them as children. They are not children and will resent being included in that category. They should have as distinct a place in the church school as in the junior high school.

Problems

1. Write a list of characteristics of (*a*) middle adolescence; (*b*) later adolescence.

2. Recall your own early adolescence and describe the impulses that were stronger then than now.

3. Make a list of books of fiction which describe adolescent life and locate the characters as to whether they are in early, middle, or later adolescence.

Books for Further Reading

The Pupil and the Teacher, Weigle, Chapters VI and VII.

The High-School Age, King, Chapters VIII and IX.

Girlhood and Character, Moxcey, Parts III and IV.

The Pupil, Barclay, Chapter IX.

CHAPTER III

PHYSICAL CHANGES IN EARLY ADOLESCENCE

General Growth

All the physical developments of early adolescence are vitally related to the wonderful process which we call puberty. The preceding period has been one of relatively slow growth, although there has been a distinct lengthening of the arms and legs. It has been called the "angular age." After the first premonitory symptoms of puberty there is relatively rapid growth, both in height and weight, continuing until toward the end of middle adolescence, when the rate of growth decreases. The following table gives the average heights and weights of boys and girls through later childhood and into middle adolescence:

TABLE OF WEIGHTS AND HEIGHTS

Age	Weight		Height	
	Male	*Female*	*Male*	*Female*
10 years	66.6	64.1	52.2	51.8
11 years	72.4	70.3	54.0	53.8
12 years	79.8	81.4	55.8	57.1
13 years	88.3	91.2	58.2	58.7
14 years	99.3	100.3	61.0	60.3
15 years	110.8	108.4	63.0	61.4
16 years	123.7	113.0	65.6	61.7

Relation of Growth to Puberty

It will be noticed that at about twelve to fourteen years the average girl exceeds the average boy in both height and weight, although at all other times boys are taller and heavier than girls. The explanation of this is in the close relation of early adolescent growth to puberty, the girl attaining the puberty maturity a year or so earlier than the boy. Irving King, in *The High-School Age,* which is one of the most important books for your reference shelf, shows the close relation between early adolescent growth and puberty.

The maturing of the sex function is of course central in all these physical changes, and the rapid increase in stature is so nearly coincident with the change of puberty that it may ordinarily be taken as a proof that that change has taken place. It should be said, however, that the period of most rapid growth is usually well toward completion at the appearance of puberty.

Muscular growth.—During early adolescence there is a relatively rapid development of the large muscles both in length and thickness. This is closely related with the "muscle hunger" (the impulse to activity of the larger muscles) which is characteristic of the period. The finer developments of smaller muscles come later. Now the boy or girl is occupied with the larger bodily movements and is not so skillful in the use of small muscles. This muscular growth is less pronounced in girls than in boys, while a greater tendency to develop fat has been observed in girls. These differences may be partly due to the girl's having less

exercise and partly to the adaptation of her body to the later functions of maternity. They certainly indicate that wholesomely vigorous exercise is important for girls.

Irregular growth.—Not infrequently there is a difference in rate of growth between bones and muscles. When the muscle growth is slower, "growing pains" are frequent at this period. A muscular overgrowth may explain the extreme flexibility of joints sometimes observed. Muscle growth is not always symmetrical, and careless habits of posture or movements may result in accentuated distortions, spinal curvatures, etc.

Awkwardness.—All these changes in bone and muscle have their effects upon behavior. Since the long bones are levers, any rapid changes in their length involve, according to the laws of mechanics, corresponding changes in the force that must be applied in order to move them. As muscles grow, there are changes in the effort involved in their use. The natural result is that this is an age of awkwardness, especially for those whose growth has been most rapid. Much allowance should be given for this fact in judging the behavior of boys and girls who seem heedlessly awkward. Walking on stilts is awkward exercise for most people, and this is practically what the boy or girl is doing at the time of the rapid growth about the beginning of adolescence.

Resistance to fatigue.—Changes in visceral organs and in bones and muscles are closely related with a changing resistance to fatigue. Throughout later child-

hood there has been a growing power to resist fatigue, but this increase is noticeably diminished or may give place to an actual decrease in the early pubertal period. The result of this may be indolence, or there may be a muscle intoxication that is a veritable "hunger for fatigue."

Changes Relating to Puberty

The fact that puberty, the maturing process of the sex functions, is so clearly related to these and many other physical developments indicates that the nervous and mental and moral and social phenomena related to sex are of great importance not only in adolescence but in all later life. The instincts involved in sex have been called "delayed instincts." Their full development has been delayed, it is true; but we can trace the development of the feelings, attitudes, and sentiments related to sex through the years from early childhood. It is the delicate differences of disposition and attitude and behavior between girl and boy in childhood which lead to the more distinctly recognized sex differences of adolescence.

Secondary sex characteristics.—With the appearance of puberty the boy experiences the change of voice from the childish treble to a deeper resonance. This process is often irregular, and for a time the two types of voice may be oddly mixed. The boy also discovers the rudimentary beginnings of a beard. The girl's voice also changes, but so gradually that the modification is less noticeable. There is a decided difference between the child voice and that of the girl in

middle adolescence. The girl begins to develop the characteristic bodily figure of womanhood with the enlarging of breasts and hips. In both sexes a noticeable factor in pubertal growth is the relative lengthening of the trunk.

Visceral Organs and Glands

In infancy and early childhood the necessities of growth demand a proportionally large intestinal capacity. The weight of the intestine is at birth 6.7 per cent of the total weight; by adolescence it has been relatively reduced to about 3.3 per cent. The heart, liver, and kidneys are also relatively large in infancy, the rate of growth being less during the succeeding periods of childhood. With the coming of adolescence the heart makes another rapid growth. The adolescent heart is large but relatively weak, while the arteries are proportionally small; hence, the blood pressure is high. The development of lung capacity is peculiarly variable, depending very largely on habits of exercise and outdoor life. There is perhaps no better test for the health and vigor of either children or adolescents than a test of lung capacity.

Glands and their secretions.—The influence of glands and their secretions upon bodily and mental growth is a subject that merits much attention. The development of the glands of the reproductive system is accompanied by changes in various other glands. Perhaps all of the glands of the body undergo some distinct modification at puberty. Changes have been observed in perspiration and in the secretion of the

sebacious glands. The sweat glands and the sebacious glands become more active. The skin becomes more oily. Pimples and skin eruptions are characteristics. The liver and kidneys are relatively large, but the thyroid gland decreases in weight at puberty, the thymus gland having normally atrophied and ceased to function at six or seven. Both these glands have important functions, especially in childhood, in regulating bodily growth and mental development. They belong to the ductless group, in which are included the adrenals, the pineal, and the pituitary body. The adrenals secrete a substance called adrenin, which acts as a stimulant to the heart and external muscular system, but inhibits the action of the muscles of the digestive apparatus. It is very closely related with the sex glands and plays a major part in the bodily reactions in all strong emotions. There is a close relation also between the pituitary body and the functions of sex. Indeed, all these glands, whose influence upon body and mind is great, are closely related in their development to the processes of puberty.

Nerve and brain development.—At puberty the brain has attained nearly its largest size, though there is considerable further growth of the skull. But there is a great development in early adolescence of the connection between different parts of the brain. The brain developments of adolescence are hard to describe, but there is a period of transition, development, adjustment, in which nervous energy does not find ready modes of response. The result is the nervous instability, the emotional shifts, the frequently changing

moods, of the adolescent period. The relation to mental abnormalities of this period in nervous development will be shown in a later chapter.

The extent and vital influence of all the foregoing changes upon mind as well as body indicate clearly that teachers should know the physiology of development, should seek for the best hygienic conditions for children and young people, and should recognize the value of fresh air and suitable food and exercise and a school program adapted to the changing needs of childhood and adolescence.

Four Kinds of Age

The word "age" is used in four different senses, which should be understood by every church-school or public-school teacher:

1. **Chronological age.**—We often make serious mistakes by overemphasizing, in our grading, promotion, and general treatment of a pupil, the mere number of years and months a boy or girl has lived.

2. **Physiological age.**—Some develop their bodily functions faster than others. One boy of twelve may be as mature physiologically as another boy of fourteen. Physiological age is measured not by years but by physiological development.

3. **Mental age.**—Many who are mature in their general bodily functions are relatively immature mentally. Some minds develop slowly, others rapidly. Some minds are incapable of development beyond a certain point. Various mental tests have been devised to measure general intelligence and thus determine one's

mental age. It is probable that mental age, during the developmental period, is generally related to physiological age. The development of mental maturity depends largely on the progress of physical maturing.[1]

4. Pedagogical age.—The fourth use of the term "age," a somewhat unusual one, is in the sense of school progress as measured by grades.

It is important that the teacher shall know the reasons for many wide variations between boys and girls of the same chronological age. Puberty works decided changes in the organism and in the mental powers, and these changes involve a relatively rapid shifting of interests and motives and impulses.

Problems

1. In view of the physical development of early adolescence what are the most wholesome types of play for this period?
2. Estimate the heights and weights of a group of children of similar chronological age. How nearly uniform are they?
3. Is chronological age a sufficient basis for Sunday-school grading? Give reasons for your answer.
4. Should school grades be according to mental age or physiological age or neither? Why?

References for Further Reading

Adolescence, Hall, Volume II.
The High-School Age, King.
Psychology From the Standpoint of a Behaviorist, Watson, Chapter V.

[1] *Studies in Child Welfare,* Baldwin, page 196.

Bodily Changes in Pain, Hunger, Fear, and Rage, Cannon.

The Psychology of Adolescence, Tracy, Chapter III.

The Physical Growth of Children From Birth to Maturity, Baldwin.

Principles of Secondary Education, Monroe (editor), Chapter VII (by Guy Montrose Whipple).

Growth and Education, Tyler.

The Glands Regulating Personality, Berman.

The last-named book is very valuable for the mass of important facts presented. Many of the applications of these facts are warranted, but some theories may be questioned.

CHAPTER IV

THE SIGNIFICANCE OF SEX IN EARLY ADOLESCENCE

To THE superficial observer the instinctive tendencies involved in sex seem to appear quite abruptly with adolescence. The relatively rapid development, at this period, of the reproductive organs and the appearance of new attitudes toward the opposite sex make this view seem very natural. But the sex instincts appear long before the maturing of sex functions. In fact, the characteristics, attitudes, and differences of sex appear in infancy and have undergone a long process of development before adolescence begins. Observe the differences in the behavior of girls and boys, even in the tomboy age of the ten-year-olds. Notice, for example, the schoolground tendency to group by sex. While it is possible to overestimate these differences, there are observable comparisons between the sexes throughout life.

THE BROADER CONCEPTION OF SEX LIFE

Sex includes much more than the impulses leading to physical reproduction. It includes the ideals and sentiments involved in the attitudes of one half of humanity toward the other. The characteristics of sex are the characteristics of humanity in so far as there are native differences in body or mind between boys and girls and men and women. "The normal woman is essen-

tially female from head to foot, in bearing and conduct, in sentiment and expression, in feeling, thought, and action, and from the beginning of girlhood to the end of life. So, also, with the normal man. He is essentially and vitally male, throughout the whole range of his being."[1]

The importance of sex.—The impulses of sex also appear in a vast number of ideals, sentiments, and emotional attitudes toward nature, art, human society, even toward God, which have been developed through the sublimation of the more primitive sex impulses. Include with the sex tendencies the parental instinct, with its fundamental relation to all human tenderness and sympathy for the weak and helpless, and we have a group of tendencies that have largely determined the progress of human history. Without the tenderness of husband and wife and the unselfishness of father and mother it is doubtful if the human race would ever have learned the lessons of social amity and altruism, upon which our civilization is built.

Normal Sex Relationships in Early Adolescence

It is the misfortune of many who are dealing with adolescent boys or girls that they lack sympathy with the normal positive expression of the impulses of sex. We have seen so many abnormal, unhealthy developments from the instincts of sex that we often assume a negative or repressive attitude. Adolescent boys and girls were created to say "yes" to life rather than "no," and it is important that we place before them the

[1] *The Psychology of Adolescence*, Tracy, page 134.

wholesome ideals of sex life that will develop right attitudes.

Various manifestations of sex.—Although love, in its developed form, appears normally in middle or later adolescence, it has its lesser beginnings in the sex attitudes of childhood and early adolescence. Interest in the opposite sex in the preadolescent and early adolescent periods appears in a variety of forms.

(*a*) *Apparent sex-repulsion.*—Nature seems to have provided a protection against the overstimulation of the developing sex functions in the apparent opposition and incompatibility of the sexes at this time. For some time before puberty the boy seems to feel a natural scorn for all things pertaining to girls of his own age, while the girl is just as vigorous in her apparent dislike of boys. This attitude is not a thorough sex opposition. It is often an attitude of defense against public opinion or criticism. It is really a recognition of a new significance in sex, and may even be the expression in this inverted form of a new interest in the opposite sex.

(*b*) *Positive sex-attraction.*—Even while he seeks his exclusively male gang and expresses his dislike of girls the boy is awakening to a new interest in girls. While assuming an attitude of scorn toward all things feminine he may try in various ways, by gymnastic feats or even by teasing or other rudeness, to gain the attention of some secretly admired girl. To describe the early adolescent attitude as exclusive sex repulsion is to interpret too simply a complex of normal social attitudes.

(*c*) *Premature love affairs.*—The courtships of early adolescence constitute another complicated problem of interpretation. Since there is a decided element of sex attraction even in this period, there may be some elements of a genuine courtship situation. On the other hand, many of these childish affairs are stimulated by suggestions from older persons, from a natural curiosity concerning sex, and from a natural desire to emulate the experiences of boys and girls a little older. One young woman recalls the following experiences of her early adolescence:

I found here that my natural companions and friends were much more grown up than I was. They "did their hair up," they had "beaux," they were infinitely "young ladified," even though they were all my own age. They all had a great passion for "going walking." They would start out about six thirty in the evening and walk and walk until it grew dark, when they would meet the boys of their choice. I wished to be with them and I always envied their grown-up ways and their ability to talk to people of all sexes and ages. I myself was very shy, and it was hard for me to carry on a conversation. I had a great fear, however, of being left out of things, and so I always heroically endured the long walks for fear of them thinking I was not a "good sport." But I was always relieved when Friday came, and I could go out to grandma's and play with my little sister. I forgot my Latin and algebra then and joined in with her doll playing on the back porch.

The need for sympathy and understanding on the part of parents and teachers is clear. Many a tragedy has grown out of the heartlessness and ignorance of

adolescent life that either stimulates childish love affairs or else laughs at them.

(*d*) *Rivalries between boys and girls.*—One phase of the typical sex attitude of this period is the frequent occurrence of rivalries between boys and girls in various activities. The boy works at his books because he dislikes to be beaten by a girl, while the girl is just as determined to show her prowess in any sort of contest. This spirit of rivalry is perhaps encouraged by the fact that generally in early adolescence the girl is physically the equal or even the superior of the boy. She can run as fast or strike as hard a blow as her brother. The situation is further complicated by the girl's attaining the pubertal maturity a year or two earlier than the boy and by the vague turmoil into which adolescence precipitates them both.

(*e*) Still another phase of the sex life of early adolescence is seen in certain *attitudes of boys and girls toward older persons.* Nothing could be finer or more wholesome than these admirations and devotions of adolescents, under normal conditions involving sympathetic and helpful adult influences. The hero or the *adorée* may be of the opposite sex, though this appears to be more characteristic of middle adolescence. It is probably more common in early adolescence to be devoted to an older person of one's own sex. Especially with girls, but also in some degree with boys, this type of devotion partakes of the nervous and emotional characteristics of a sex reaction.[1] Unless the *adorée* is

[1] *A Young Girl's Diary*, translated by Eden and Cedar Paul, pages 216 and 278.

a sensible and high-minded woman, there are subtle dangers in this type of adoration. This situation, which is not uncommon, implies a distinct responsibility for the guidance into wholesome channels of the sometimes tumultuous emotions of adolescent life.[2]

Abnormal Attitudes

The normal development of the sex life in adolescence is a wholesome and beautiful element in the unfolding social nature. Its abnormal development is repulsive. But there are serious facts which must be understood by those who teach our boys and girls. It is not frequently necessary to introduce these facts into our teaching, but we must know them in order to know what more wholesome teachings and attitudes are needed and in order to recognize the occasional need for words of admonition. It is beyond question that a large proportion of sexual immorality begins even before the adolescent development is completed. The majority of prostitutes, for example, are said to enter this career of shame between the ages of fifteen and eighteen,[3] and probably few or none of them actually had their first immoral experiences later than fifteen. The observations of many teachers and others associated with boys or girls unite in the general conclusion that there are most unwholesome elements in the ideas and attitudes of a large proportion of adolescents with regard to sex.

[2]The psychic dangers of this type of relationship are vividly shown in Clemence Dane's novel, *Regiment of Women*. See also *Girlhood and Character*, Moxcey, page 106 ff.

[3]*Adolescence*, Hall, Volume I, page 431.

The source of these evils.—These adolescent evils are very largely the result of ignorance, parental neglect, the social taboo upon the discussion of sex, and all those social and commercial forces which prey upon the weak, the ignorant, and the superstitious. But the basis for the effect of all these influences is in certain instinctive tendencies in the boys and girls themselves—tendencies that may be turned into useful channels through good educational methods, but which are bound to express themselves in some form. *Curiosity* is a native tendency appearing even in infancy and developing through childhood and adolescence. Curiosity concerning matters of sex is normally strong in early adolescence; but if it is satisfied with information, wholesomely and sympathetically given by parents or other adult advisers, it need occasion no alarm.

Sex taboo.—With curiosity are closely associated other tendencies, such as the inclination to be interested in new experiences, in secrets, in surreptitiously obtained information. Add to these a love of adventure and the actual stress of the adolescent sex impulses, and unless there is careful guidance and friendly counsel, the perversions of the sex instinct are well-nigh inevitable. Despite the responsibility that this common situation imposes upon parents and other guardians of young life, the common policy, even today, is one of avoiding the discussion of sex problems with our children. This is one of our most serious educational errors. "The assumption that ignorance of self as an animal and of the actual functions of life

will be a protection against the vices and the evils of youth and maturity is the most threatening theory in the practice of a generally prudent civilization."[4]

Nervous reactions.—Early adolescence is normally a state of emotional susceptibility, nervousness, restlessness, and excitement. Even under wholesome conditions new information concerning sex may come with a certain emotional shock. Under unwholesome influences such information may affect the nervous balance quite seriously. A thorough study of several cases of hysteria in young women showed that in nearly every case the primary disturbance was traceable to some nervous shock associated with sex experiences at the time of puberty.

Correcting and Preventing Unwholesome Attitudes

In our opposition to unwholesome and immoral developments we have the assistance of nature. Among the merciful provisions for this period are characteristic tendencies to modesty, shyness, and reticence. The tendency of boys and girls to draw apart in their interests and in their social groupings is a part of this wholesome provision of nature. But this tendency is not all-corrective. In fact, some of the most serious evils arise in the entire separation of boys and girls in boarding schools. We can cooperate with nature in the defense of our boys and girls in several ways:

1. *We may lead them in an attitude of respect for*

[4]President Homer H. Seerley in an address given at Sioux City, Iowa, April 22, 1898.

nature. Nature love is very closely akin to religion. Nature is God manifesting himself to us in this world. When your pupils feel the dignity in nature they will recognize the divinity in the natural process of birth.

2. *We may encourage wholesome activities and a healthy outlook upon life.* You may never have occasion to teach your pupils sex hygiene, but you should direct their impulses, many of which are reenforced by the irradiations of sex, into wholesome channels of idealistic service.

3. *We may appeal to the noble elements of chivalry in boys and womanliness in girls.* It is easy to appeal to these idealizations of worthy attitudes. Boys should have before them the examples of strong men who were chivalrous and true to the finest ideals. Girls should have before them the examples of worthy and noble women. The ideal heroes and heroines for early adolescence are not ascetics but strong, vigorous, controlled personalities. The church-school teacher has a splendid opportunity to stimulate a worthy idealism through the stories of the noble characters in the Bible and other historical literature.

4. *We may encourage a normal and wholesomely environed association of boys and girls.* The normal home, the normal church, the normal school, must contain both. And their social program should include not only parties exclusively for one sex but parties for both, in which we may utilize those social interests which they hold in common. Needless to say, we should not emphasize the sex relations, which will come to attention soon enough in middle adoles-

cence. Among the common faults of careless people has been the overstimulation of sex interest by suggesting sweethearts and courtships to boys and girls who should be good friends, with no more thought of sex relationships than the naturally developing, shy recognition of new meanings in boyhood and girlhood.

Problems

1. What Bible stories are most wholesome in developing worthy sex attitudes in early adolescent boys and girls?
2. What are the arguments for and against coeducation?
3. Observe and record the attitudes of some boy or girl of 12 to 14 toward persons of the same age but of the opposite sex.
4. What elements of value in developing wholesome sex life can you find in the Boy Scouts and the Camp Fire Girls?

References for Further Reading

The Boy and the Sunday School, Alexander, Chapter XV.
A Social Theory of Religious Education, Coe, page 157 ff.
The Psychology of Religion, Coe, page 150.
Girlhood and Character, Moxcey, Chapter VI and pages 64, 65, 249, 250.
The Psychology of Adolescence, Tracy, Chapter X.
Seven Ages of Childhood, Cabot, page 249.
The High-School Age, King, page 69.
Principles of Secondary Education, Inglis, Chapter XI.
Sex Education, Bigelow.
Sex for Parents and Teachers, Stowell.

CHAPTER V

INTELLECTUAL PHASES OF EARLY ADOLESCENCE

THERE are two theories of adolescent development: *the saltatory theory,* according to which the boy or girl attains the adolescent changes by a sudden forward leap, and *the theory of gradual development.* The preceding chapters have indicated that the author's position is between the extremes of these theories. Adolescent development involves relatively rapid changes, which are, however, part of a gradual growth and which cannot be understood without the background of earlier development. Some who have held an extreme form of the saltatory theory have considered reason a distinctly new development in adolescence. The reasoning functions, however, have had an extended development before assuming the more distinct form in which they appear in adolescence. Even in infancy there are inferences that, though often fallacious, are based upon implicit judgments. And the power of thought, of abstraction and analysis and classification and generalization, grows throughout childhood.

THE NEW EMPHASIS UPON REASON

Coming into prominence in early adolescence is a distinct consciousness of one's ability to solve prob-

lems and a growing insistence upon submitting all things to the test of one's own reason. This is part of the general feeling of self-confidence and self-regard, which is now attaining a prominent place. A tendency to insist upon one's own judgment and reason increases throughout early and middle adolescence. In childhood many things were accepted upon the authoritative statements of parents or teacher, but in adolescence all authority may be questioned and criticized. Childhood was generally marked by unquestioning belief and acceptance of what was said by parent or teacher or Bible or textbook, but adolescence is an age of doubt. Many parents and teachers are disturbed by this natural appearance of a tendency to question matters that are accepted implicitly by children and considered authoritative by adults. There is, however, a providence in this adolescent trait. Were it not for the adolescent tendency to criticize and doubt, all would come to adulthood with a fixed confidence in prevailing conditions and beliefs, and progress would be impossible.

Religious Doubts

A skeptical attitude toward religious ideas is more characteristic of later periods, but one can find its beginnings in early adolescence. Teachers should not be overalarmed at this, but should be ready to meet it in an attitude of fairness and reason. The religious attitudes and feelings, developed and encouraged in a wholesome social atmosphere in childhood, will have their effect in the transition time of adolescence. In-

telligent and sympathetic guidance is very important, however, in the perplexing period when the foundations of belief seem to be crumbling. Dogmatism will not do, nor an appeal to prejudice or precedent. The teacher must himself see clearly the fundamental truths that can be shown to be reasonable, must be sympathetic, and must be patient with the intellectual perversities of this transition period.

An Imperfectly Organized Intelligence

The mind of early adolescence still has many of the characteristics of the child mind while it is discovering some of the modes of adult thinking. It often shifts from one type of thought to another. It insists upon reasons that are themselves prejudices. It places an adult conception upon a background of childish conceptions and is constantly bewildered in the attempt to harmonize what it has discovered of the world of adult life with its vital memories of the child world.

Intellectual Awakenings

The relatively sudden development of a new interest, while more common in middle adolescence, is not infrequent in the earlier period. The boy or girl who has been indifferent to school work gets a new enthusiasm for it. Those who have found a certain study a drudgery get a new insight into it and become deeply interested in it. Concepts meaningless to childhood acquire significance in adolescence. The size and shape of the earth, though often presented at the beginning

of geography textbooks, is not interesting to children because it is hardly conceivable. A child will accept the statements and memorize them, but is not able to image such a vast sphere as our earth. In adolescence the mind and its concepts undergo expansion. Now the mind that once thought of the moon as near the treetops can begin to grasp its location in space and becomes interested in facts of astronomy and mathematics hitherto incomprehensible.

Imagination

Imagination has a long history before adolescence. It begins even in infancy, grows rapidly throughout the fairy-tale period of early childhood, grows still more in the vigorous boy and girl days from seven to twelve, and then bursts into a characteristic bloom in early adolescence. Early childhood is the "let's play" period, which Mrs. Cabot calls the dramatic age. Later childhood is the time when the child begins to desert the fairy world because the real world is more interesting, when a craving for facts about the world develops, when stories of real life, hero tales, adventure tales, biography, nature lore, thrill the soul. The glamour of fairyland is not needed now. The world is a fairyland, the next town is a delightful mystery, all the world is full of the glory of life. What more can adolescence do? It throws over the world a new glamour through a new appreciation of the meaning of the world and nature and human society. It is the age of a new insight, when nature and art acquire a deeper and more intimate significance, when one's re-

lation to society is felt with unique keenness, when new attention is given to moral values, and when religion attains a deeper personal meaning. The fairyland of childhood has faded, leaving sometimes a sense of regretful disillusionment; the world of later childhood has lost much of its mysterious charm; and then the rosy glow of awakening romance colors all things, while it throws the newly discovered valleys into deeper shadow.

Daydreams.—Early adolescence is only the first stage in the development described above. It is marked by an exuberant imagination that is not yet under thorough control. The mind is awakening to a deeper intuition into the meanings of things and has not yet learned to check up this insight by the regulations of reason. The years of middle and later adolescence gradually develop the sober consideration that destroys some adolescent air castles and puts others on firmer foundations. Early adolescence is the period of daydreams and vaguely extravagant imaginings and hence is peculiarly exasperating to the unsympathetic adult whose youthful visions have long faded. The boy or girl who goes through the day indolently and absent-mindedly may be lost in a maze of daydreams. Of course, we must recall such a one to the realities and problems of life, but it should be done with sympathy and understanding. Many boys and girls, having been harshly treated, their youthful ideals meeting no sympathetic response from older people, have built up a wall of defensive reserve and behind this have lived a dream life quite isolated from the prosaic expe-

riences of every day. One young woman thus describes an experience of this kind:

When about thirteen I had succeeded in building up an "indifferent" exterior, which concealed my bashfulness within. People said I was remarkably dignified and reserved. . . . But in my imagination I was a butterfly of fashion. I held whole roomfuls charmed by my wit and vivacity. . . . A decided snub from the real world of envious or disgusted schoolmates would tear down my "rainbow gleams" and cast me into the deepest despair. Often I wondered if I wouldn't be far happier if I killed myself and saved future trouble. Soon, however, my common sense would come to my rescue, and I would console myself by another daydream.

Suggestibility

G. Stanley Hall, in his monumental work, "Adolescence," says two things that seem at first sight inconsistent. In one place he says: "The youth who has been amenable to advice and even suggestion now becomes obstreperous, recalcitrant, filled with a spirit of opposition, and cannot repress a toplofty superiority to the ways and persons of his environment."

In another place he says of youth: "It is plastic to every suggestion, tends to do everything that comes into the head, to instantly carry out every impulse; loves nothing more than abandon, and hates nothing so much as restraint. It is the age that can withstand no dare or stump; loves adventure and escapade; tends to let every faculty go to its uttermost."

An apparent paradox.—These statements, one of

which seems to affirm, the other to deny the suggestibility of adolescence, are in reality in harmony. The adolescent boy or girl is highly suggestible, but sometimes the suggestion from parent or teacher is met by a stronger suggestion from some other source. Young people are frequently autosuggestible or countersuggestible, especially with reference to direct suggestion. The skillful teacher will, as far as possible, avoid direct suggestion. When you say, "John, close the door," John may do so, but not very willingly. He does not like to be so addressed. If you say, "John, isn't it rather warm in this room?" John is likely to respond more graciously. Suppose you wish your class to dramatize the story of Ruth. You say: "Mary, take the part of Naomi. Be sure to have it learned by next Sunday." If Mary appears at all she is more likely to do her part grudgingly and listlessly than if you had said: "Who can take the part of Naomi? Mary, I am sure you can do that well." Thoughtful attention to the problem of indirect suggestion will save the teacher many difficulties. The most forceful suggestions you can make for the development of courtesy and character to young people are in your own habits and example. No amount of admonition to dress neatly will be so effective as your own personal appearance; no number of lectures on moral acts and attitudes will have such suggestion value as your own acts and attitudes. And you can so plan as definitely to lead the minds of your students through indirect suggestion by consulting rather than ordering. It is not an easy task to be a teacher of adolescent boys and girls.

It is easy to be a boss; it requires initiative and character to be a leader.

Problems

1. Why should the junior high school be separate from the senior high school?
2. At what age does interest in debating begin? How do the arguments of a high-school debate differ from those in the debates of adults?
3. Recall your adolescent daydreams. Can you remember any development in them? How did they differ from those of to-day?
4. Recall the teachers who influenced you in early adolescence. Can you explain their influence?

References for Further Reading

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The Psychology of Adolescence, Tracy, Chapter VII.
The Seven Ages of Childhood, Cabot, Book Four.
Principles of Secondary Education, Inglis, Chapter II.

CHAPTER VI

THE DEVELOPMENT OF THE LIFE OF FEELING

It is doubtless true that psychology is the most complex of sciences. The old conception of the mind as divisible into certain parts, each of which has its separate function or "faculty," is now abandoned. Psychology, according to that theory, was relatively simple; but now we are learning that there is no such simple separation between mental functions. Memory, for example, is not an isolated mental power but a phase or attribute of the whole mind and the bodily functions that condition the mind. Sensation was formerly separated distinctly from affection, the basic element in feeling and emotion, and we are now discovering that these two so-called elements are not only closely interwoven with one another, but are in reality of the same nature psychologically. Feeling is conditioned by the stimulation of a complex of nerve endings, sometimes widely separated from one another, which are not so localized as to give the relatively clear reactions of sensation. Great numbers of such nerve endings are in the chest and abdomen, and in the more vigorous feeling reactions we can recognize feelings of depression or buoyancy or relaxation or expansion in these parts of the body.

The Reasons for the Nervous Instability of Adolescence

With the general bodily changes of adolescence and a considerable extension and sensitization of the nervous system the feeling life of youth is exceedingly complex and variable. The various glands of the body, including the ductless glands, which have a very direct influence upon feeling states, are undergoing rapid development, the whole bodily constitution is experiencing a variety of shifts and changes that demand readjustment, and the feelings and emotions are normally relatively unstable and shifting.

The foregoing discussion of the physiology of feeling gives the clue to many of the adolescent reactions that perplex the more completely organized mind of the adult. The boy or girl has frequent changes of mood. Cheerfulness and melancholy, good temper and ill temper, and many other contradictory impulses puzzle us with their alternations. In many cases the adolescent is a puzzle even to himself. He has mysterious impulses whose origin he cannot trace; he has vague impulses whose nature he cannot understand. A college student, recalling her high-school years, says: "Whenever I think of my life in the teens I am reminded of the meadow across the road from my old home as it appeared on one of those whimsical days in March when bright sunshine and chilly, rainy shadows, like tidal waves, flowed over it."

Contradictory Characters

The presence in the same personality of contra-

dictory characters or differing and apparently incompatible impulses is not an evidence of mental weakness or inferiority. Indeed, it may be maintained that the really great personality is invariably possessed of such contradictory impulses in unusual degree. Thus Luther was at times and sometimes almost simultaneously possessed by joy and depression, assurance and despair, courage and fear, self-reliance and self-abnegation, sympathy and hatred, superstition and "hard-headedness."[1] Perhaps the greatest number of such opposing characters are found in the life of Jesus, whose impulses were strong and vigorous and were held in the marvelous balance and restraint that mark his matchless life.

Such opposition of impulses appears normally in adolescence with relatively little of the inhibition, the voluntary or habitual restraint, which limits and conceals the tendencies of adults. It must be remembered, also, that early adolescence lies close to childhood and still retains many of the characteristics of childhood even while developing the contrasting characteristics of adult life. Life is a seething mixture of childish impulses and adultlike traits, of vague and mysterious impulses, of various tendencies not yet regulated and reduced to order and harmony. To know this element of variation in the nature of adolescence is of the highest importance for a teacher. Many a teacher is discouraged because a boy's behavior is so inconsistent or because a girl is so subject to changes of mood. One element in understanding adolescent boys and girls

[1] *Psychological Studies in Lutheranism*, Heisey, page 88 f.

is the realization that their behavior cannot be altogether understood even by themselves. They are attentive one Sunday and inattentive the next. Now they are your caustic critics and now they are loyal friends. Now they are enthusiastic workers and now they neglect every responsibility. If we judge them by adult standards we shall find them an inexplicable problem; but if we realize that it is their nature to be changeable, if we are hopeful and sympathetic and ready to join in a frequent bit of wholesome fun, and if we develop tact in responding helpfully to each unexpected new phase of adolescent life, we may render them very important service.

Joy and Melancholy

Perhaps the chief difference between early and middle adolescence with regard to these contradictory impulses is that in early adolescence the impulses are more vaguely felt and less clearly differentiated, while in middle adolescence their opposition is more keenly appreciated. The violent stress and strain of conversion crises is more likely to occur in middle adolescence and should not usually be expected in early adolescence. In early adolescence the alternation of sulky, sullen hours with periods of joy is characteristic. In middle and later adolescence there is a more settled melancholy which may alternate with wild hilarity. The first published writings of many of our notable poets were written in middle or later adolescence, and a spirit of melancholy is quite characteristic of them. Bryant's *Thanatopsis,* written at eighteen, is a case in point.

Positive and Negative Self-Feeling

Early adolescence begins a period of self-discovery, when the boy or girl makes a revaluation of self. In childhood one was part of a family or a school,with little feeling of independence. Now, although a period of broadening social interest is beginning, the dignity, the importance, and the new powers of the individual self are becoming prominent in consciousness. The new growth and strength, physical and mental, are exaggerated in the imagination. There are feelings of superiority and a pride in strength that may seem ludicrous to the unsympathetic adult. Naturally an overestimation of one's powers leads to disappointing experiences, and then comes self-condemnation, often bitter and acute. The boy or girl in the grip of these contradictory impulses should have the full sympathy of parents and teachers. There is high joy in personal attainments, and there may be merciless self-castigation when one fails or makes an awkward blunder. Mary Antin, after describing a social blunder made in the embarrassment of a triumphant grammar-school graduation says: "With all my talent for self-analysis it took me a long time to realize the essential pettiness of my trouble. For years—actually for years—after that eventful day of mingled triumph and disgrace I could not think of the unhappy incident without inward squirming."

Violent Emotions and Stolidity

Feeling itself misunderstood and unappreciated, adolescence frequently barricades itself behind an ex-

terior of apparent indifference and even stolidity. Such a case was described in Chapter IV. Teachers may be deceived by this reserved attitude into believing the boy and girl really unfriendly and indifferent to the opinions or attitudes of others. But this is another example of the opposition of impulses. A sympathetic suggestion, a friendly word or act, a sincere interest in such a boy or girl, may break down the barrier, and a torrent of emotion may ensue. Childhood shows frequent emotions, which are very real but transitory and only slightly inhibited. Adolescence does not yield so readily to emotional expression, probably because it is afraid of its power; but when the inhibitions are once removed, it will be discovered that adolescence is highly emotional and capable of depths of feeling unknown to childhood.

Storm and Stress

The opposing forces in the adolescent personality frequently appear in acute experiences of inner strain and tension, when the boy or girl is tortured by opposing ideals and impulses. An inner conflict between the forces of good and of evil, between an ideal life and inharmonious impulses, is not infrequent. The chapters on the moral and religious life will discuss this more fully. In such experiences the need of adolescence is for teachers who understand and sympathize and are ready to lend counsel and encouragement without violating the delicate sense of reserve which youth feels in his hours of inner strife. By suggestion and tact we can often modify a situation that would

otherwise involve an undesirable emotional reaction. Two pupils come in, apparently on the verge of a quarrel. Any admonition that would further attract their attention to one another is probably unwise, but by diverting their attention in some other direction the teacher may avert an undesirable emotion that will be still further obviated by time.

Problems

1. Recall and describe the more vivid emotional experiences that you recall from your own early adolescence.
2. Make a study of some one of your pupils involving the traits discussed in this chapter.
3. Make a list of the "contradictory characters" in the life of some great religious leader.
4. Make a study of the early writings of various poets and see if you can discover in them the adolescent melancholy described in the chapter.
5. Find examples in biography of the characteristics discussed in this chapter.

References for Further Reading

The Psychology of Religion, Starbuck, Chapter III.
Life in the Making, Barclay and others, Chapter XII.
Girlhood and Character, Moxcey, Chapters IV and V.
The Psychology of Adolescence, Tracy, Chapter VI.

CHAPTER VII

ABNORMALITIES IN EARLY ADOLESCENCE

EARLY adolescence begins a period of nervous and emotional instability. Adolescence is an age of what G. Stanley Hall calls "natural inebriation." It is an age of excitement, of high enthusiasms, of increasingly fervid emotional states. Many Sunday-school teachers are perplexed and distressed at the behavior of pupils of this age. We are often exasperated by the behavior of normal boys and girls and we are still more troubled when a pupil develops some abnormal tendency and is "queer" or "bad" because of some physical or mental defect. It is a serious fault in a teacher constantly to suspect his problematic pupils of abnormalities, but it is well for us to know that some pupils who make us trouble should perhaps be given great sympathy rather than blame.

The relatively rapid development of the body, including the nervous system and the glands intimately related to nervous and emotional reactions, has been described in Chapter III. Under the influence of all the stimulations and impulses involved in this phase of growth, early adolescence is naturally a period of emotional ferment, of unstable nervous equilibrium. There is a peculiar liability to nervous and mental abnormalities at this time. Hereditary defects that have been latent throughout childhood frequently ap-

pear in early adolescence, and there is in early and middle adolescence a special tendency for any hidden abnormalities to reveal themselves.

Hereditary Defects

The chief hereditary defect is feeble-mindedness. The definition of feeble-mindedness adopted by the English Royal Commission on Mental Deficiency is substantially as follows:

"A feeble-minded person is one who is incapable, because of mental defect existing from birth or from an early age, (a) of competing on equal terms with his normal fellows; or (b) of managing himself or his affairs with ordinary prudence." The term is quite commonly confined to those with a mentality above that of imbeciles, and the term "moron" is frequently used to designate a person of the higher degrees of feeble-mindedness. Feeble-mindedness can usually be detected early in childhood, but it becomes especially evident in early adolescence. "At the age when the normal child is forging ahead most rapidly, when he is experiencing an intensification of all processes of life, the defective child is dropping behind all the more rapidly."[1]

There are certain so-called accidental causes of feeble-mindedness which may occur in childhood, but the cases of hereditary feeble-mindedness are much more numerous. The studies and discoveries of the last few years indicate that in a high percentage of cases feeble-minded children come from feeble-minded

[1] *The High-School Age*, King, page 57.

parents or show such taint in their remoter ancestry. And the laws of heredity are such that the marriage of feeble-minded persons may be quite confidently expected to lead to feeble-mindedness in their progeny. A very large proportion of our crime and of our economic incapacity is due to the propagation of feeble-mindedness.

Preventable Defects

We should know something of the symptoms and significance of feeble-mindedness and other hereditary defects, for we owe to such whatever care we can give them; but our chief concern as teachers is with those defects which are preventable or curable, especially with those which represent not a subnormal mentality but a poorly balanced nervous system. There are wide variations in the nervous conditions of our boys and girls. All are in some degree predisposed to nervousness in early adolescence, but in some there is a serious degree of this predisposition. It may be the result of fright in childhood or later, of glandular abnormalities, of irregular habits of eating, sleep, etc., or, in many instances, of unregulated and ignorant attitudes toward the sex functions. Mosso, the Italian physiologist, says: "Every ugly thing told to a child, every shock, every fright given him, will remain like a minute splinter in the flesh to torture him all his life long." These psychic shocks are often forgotten, so far as consciousness is concerned, but are subconsciously retained. They are often serious predisposing causes to mental abnormalities, which frequently appear

in accentuated form early in adolescence. The experience of psychiatrists seems to prove that the best treatment for such hidden mental and nervous sore spots is to bring them as far as possible into the consciousness of the afflicted person, make clear what was the nature of the original shock, and help him get a wholesome understanding of the possibility of adjusting himself to the newly understood situation.

The Subconscious

The importance of a good environment during childhood and adolescence is clear when we understand how susceptible to influence the unconscious or subconscious part of the mind is. Only a small part of the content of the mind is in our consciousness at any one time. This is illustrated in Figure 1, in which the large triangle represents the mind, only the very apex emerging from the subconscious mass, like the part of an iceberg above the waterline, as consciousness. The line between consciousness and the subconscious is not a fixed one but is constantly changing. Many things are held in the upper levels of the subconscious. Thus, a moment ago the date of Columbus' discovery of America was not in my consciousness, but I have readily brought it into consciousness. My dream of last night also comes very readily into my consciousness. These cases are represented by the line "a" in the figure. Line "b" represents those mental contents which may be with difficulty brought into clear awareness. There are many difficult recollections of this nature. Many things are stored in these deep levels

of memory which can be brought to light only through unusual associations of ideas, unusual types of suggestion, or even through hypnotism. Such are many of

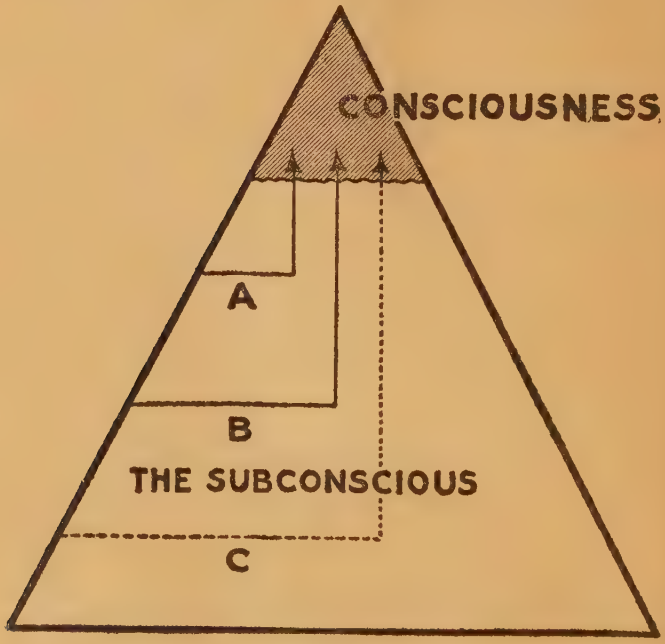

Fig. 1

the disturbing memories of child experiences of which one is not usually directly conscious. Line "c" represents a mass of impressions and unconscious memories which never come into consciousness at all. Its continuation in the dotted line, however, is intended to

indicate that even such mental elements have their effect upon consciousness. An entirely hidden mental experience may be a disturbing factor affecting one's whole life. And we are justified in believing that every experience we have ever had, conscious or unconscious, has made its contribution to the nature of our present mental life. Early adolescence is a very impressionable period. The experience of these days, the words heard, the acts witnessed, will have large influence upon the future of our boys and girls.

Why Knowledge of the Subconscious Is Needed

A knowledge of the relation of the subconscious to consciousness and behavior is of great importance in recognizing adolescent defects. Teachers are often puzzled by behavior that arises in a complex of impulses subconsciously developed. Edith, who has been your most attentive pupil, comes to class with an entirely different attitude, is restless, whispers to the girls near her and seriously disturbs the class. Lucile suddenly develops a sulky and insolent manner very unlike that of her usual self. Robert has been a leader in working up a class pageant in which he has an important part, but he is the only one who is absent on the day it is given. Perhaps we cannot discover the causes for these exasperating variations in behavior, but it is probable that some unusual nervous experience, the nature of which may not be clear even to the pupil himself, is responsible for the unusual conduct. If we know nothing of the delicate nervous balance of early adolescence and the roots of possible disorder

that may be deep in the subconscious life we are likely to be annoyed or angry when it is important that we be gentle and sympathetic.

Types of Preventable or Curable Defects

Various types of mental defects are due in great degree to early adolescent neglect or ill treatment. A large proportion of insanities are traceable to the conditions of adolescence, and there are predisposing causes in early adolescence for many forms of mental defect. It is not possible here to discuss fully the many types of early adolescent mental and nervous conditions, but it will be profitable to consider such as most commonly affect the problem of understanding our boys and girls.

1. **Nervousness.**—Nervousness, of various types, is very characteristic of early adolescence. The relatively rapid changes of nervous energy and balance, due to the processes of adolescent youth, make an unstable nervous equilibrium a natural and normal element in this period. It is very important that the entire environment, in home, school, church, and community, be such as to facilitate harmonious development and nervous balance. Unfortunately there are many elements in the social life of to-day which tend rather to facilitate nervousness. In *The Girl in Her Teens,* Margaret Slattery describes a common condition:

So many of our girls are "nervous." An eighth-grade teacher told me recently that she had fifty girls in her class, and that according to their mothers forty-one of them were "very nervous." It seemed to her

a large proportion even for girls in their early teens, and she began a quiet study of some of them. One of the "very nervous" girls who, her mother thought, must be taken out of school for a while, takes both piano and violin lessons, attends dancing school, goes to parties now and then, and rarely retires before ten o'clock. Another "very nervous" girl takes piano lessons, goes to moving-picture shows once or twice a week, hates milk, can't eat eggs, doesn't care much for fruit, and is extremely fond of candy. In each case investigated there seemed to be much outside of school work which could explain the nervousness.

2. Defective social attitudes.—There are many social attitudes which are not distinctly abnormal, but still require readjustment. Uncorrected they may lead to decided mental and moral defects. One example is *excessive shyness.* Shyness has been mentioned in a previous chapter as a wholesome provision of nature, but, like all instinctive tendencies, it may have a harmful development. An alternation of shyness and boldness is characteristic of early adolescence, as it is of early childhood, and should not be considered abnormal. But some boys and girls are temperamentally of the shut-in type, with an exaggerated feeling of inferiority. They are sensitive, easily offended, but silently moody rather than openly vindictive. Often they seem self-conceited and haughty when they are really abnormally diffident. They need to be encouraged to enter into the social life of boys and girls of their own age. Plans to introduce them into normal and unembarrassing social situations will help them greatly.

3. **Phobias**, or chronic fears, such as the fear of high places, the fear of cats, etc., often originate in some experience of fright in childhood, which may be forgotten so far as consciousness is concerned, but remains as a subconscious stimulus to some unreasoning fear. These phobias frequently appear in early adolescence, especially in girls.[1] Frights or shocks in early adolescence, particularly those involved in the sex life, often entail serious though frequently obscure results.

4. **Obsessions**, the emotional reactions to a fixed idea, sometimes amounting to a very serious mental condition, are clearly related to phobias and shocks often having their origin in some obscure event in childhood. Whatever their cause they frequently appear in early adolescence. A boy or girl brooding over some real or fancied misunderstanding may feel that others are unfriendly and may even become misanthropic or develop delusions of persecution. It should be remembered, however, that occasional feelings of melancholy are normally characteristic of adolescence.

5. **Other early-adolescent defects.**—The subconscious elements of mental life are very active in early adolescence, and these have a constant and sometimes abnormal effect upon consciousness and behavior. Dreams have a decided influence upon the waking life, and there may be little distinction between the true dream and the daydream, while both may deeply affect one's more clearly conscious states. The history of early adolescence is marked by many cases of hallucinations, visions, ecstasies, fits of melancholy, as well as

[1] *Adolescence*, Hall, Volume I, page 277 f.

the more serious types of nervous aberration, neurasthenia, hysteria, dementia precox, epilepsy, etc.

Principles of Prevention

The solution of the problem here suggested is not easy, but a few simple principles will help in preventing nervous and mental disorders:

1. **Proper guidance in work, study, and play.**—This is of special importance to the subnormal or supranormal boy or girl. A program of study, for example, may be well adapted to the normal person but may discourage and depress the slower mind, while it may constitute a very unbalanced and inadequate mental diet for the supranormal or unusually bright mind. The precocious boy or girl is quite likely to be of a highly nervous temperament and consequently involves a distinct problem.

2. **Properly balanced life habits.**—Nervous abnormalities of various sorts are encouraged by such factors as insufficient or irregular hours of sleep, insufficient or improper food, poorly ventilated rooms, and overfatigue. It is said that youthful volunteers, unaccustomed to the rigors of military service, have frequently recruited the ranks of the adolescent insane. Correct nutrition and habits of exercise contribute not only to a well-developed body but also to a normal and healthy mind. The ancient idea *"mens sana in corpore sano"* (a sound mind in a sound body) is still of practical significance.

3. **Sex hygiene.**—Contrary to common belief, vicious sex habits are seldom the cause of mental defects,

but they are likely to accompany and intensify them. Such habits are very closely associated with most cases of dementia precox. It should be remembered that any habit that is inconsistent with one's moral ideals, or which tends to generate shame, anxiety, and loss of self-respect, reacts harmfully upon the nervous system.

4. Personal friendship.—Perhaps the greatest need of this period is for sympathetic friendships with older persons. There is a pathetic lack of understanding which alienates many girls from their mothers and boys from their fathers just when there is the greatest need for confidential counsel.

5. Congenial and quiet surroundings.—Such an environment may be the deciding factor in the case of a nervous boy or girl between mental health and mental breakdown.

6. Suitable companionships.—Much depends on the chums and other friends of similar age with whom the adolescent boy or girl associates. In many cases of mental abnormalities an unfortunate friendship is a seriously complicating factor. It must not be forgotten that social companionships are essential to the well-developed life. The boy or girl of the shut-in type, shy and easily embarrassed, needs the sympathetic aid of parent or teacher in developing a normal social life.

Problems

1. Discover what unusual fears and obsessions, if any, there are in various members of your class.
2. Study one or more copies of a newspaper for

records of juvenile crime. What indications can you find as to the probable mental condition of the delinquents?

3. How large a proportion of your pupils are retarded one or more years in their school grades, judged by the common age for each grade?

References for Further Reading

The Measurement of Intelligence, Terman, Chapter VI.

Mental Pitfalls of Adolescence, Stedman (pamphlet), Publication Number 22 of Massachusetts Society for Mental Hygiene.

Adolescence, Hall, Volume I, Chapters IV and V.

Mental Conflicts and Misconduct, Healy.

The Conservation of the Child, Holmes.

CHAPTER VIII

WORK AND PLAY ATTITUDES

THE author's grandfather as a boy on his father's farm had been pleasantly occupied in some unaccustomed activity when he looked up at his father and asked, "Is this work?"

"Yes," answered his father, "that is work."

"Then I don't want to do it," said the boy, throwing down the tools with which he had been engaged. There are many who have a similar notion of the relation of work to play. Play is desirable and pleasant activity, while work is undesirable and unpleasant. But this, like many definitions, is too simple. It is not easy to distinguish clearly between work and play. We may conceive of a series of activities arranged according to their pleasurableness, somewhat as in Figure 2, but this is really a classification of the various attitudes toward activities rather than the activities themselves. A boy digs a hole in the ground as a matter of play. He puts forth considerable effort, but it is pleasurable effort. We call it play. His father comes out with his spade to dig a hole and plant a tree. He would really prefer to play golf, but it is a fine morning, he is in good health and spirits, and he enjoys the vigorous exercise. This is pleasurable work. At the end of a hard day, fatigued and nerve-weary, he faces a similar necessary task in a quite different way. Now

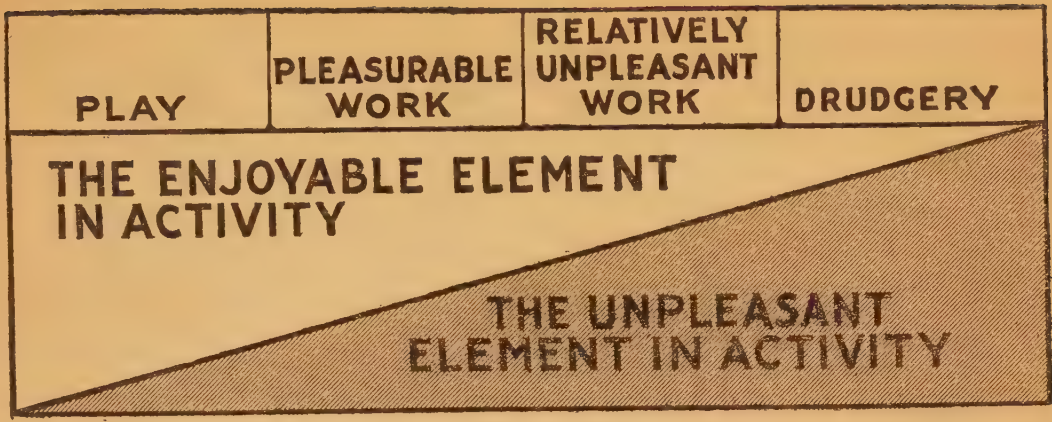
PLAY
PLEASURABLE WORK
RELATIVELY UNPLEASANT WORK
DRUDGERY
THE ENJOYABLE ELEMENT IN ACTIVITY
THE UNPLEASANT ELEMENT IN ACTIVITY

Fig. 2

it is relatively unpleasant work. Under still more unpleasant circumstances this essential task might be actual drudgery. Play is often defined as activity performed because of one's satisfaction in the activity itself, and work as activity having its incentive in some reward beyond itself. Although play is always pleasurably affected by the activity itself, the distinction is difficult to maintain. The spirit of play is active in much of what we call work, and the work motive is dominant in many things we call play. The following principles apply not only to early adolescence but also to other stages of development.

Principles of Play

1. *Play is not mere frivolity.* It may have elements of pure "fooling" in it, but in general *play is a serious activity.* Adult play seldom originates in a frivolous spirit, although its chief value is in relaxation. The play of childhood is a thoroughly serious occupation.

2. *Play is essentially whole-hearted effort.* Because a child puts himself so thoroughly into this most satisfying type of activity play has a decided educational value. Lessons learned through play are likely to be well learned.

3. *Boys and girls need a considerable amount of pure play*—free from any large degree of the work motive.

4. *Boys and girls need to develop a tendency to do actual work for worthy ulterior ends,* even though it involves a considerable degree of unpleasant effort.

5. *Boys and girls should, so far as possible, develop the play attitude toward their work.*

It is a very important part of the work of a teacher to encourage the wholesome development of all the foregoing tendencies. We must first realize the natural craving and the vital need for play.

Play in Early Adolescence

The expression of the play impulse in early adolescence is different from the expression in childhood. *In early childhood* play very largely consists of activity for the pure joy of activity, and with no reference to an end to be attained. The child is self-centered, and his play, even when he has playmates, is essentially solitary. He enjoys the presence of other children, but he plays with toys that he considers, at least temporarily, his own. There is little cooperation in the undirected play of little children, and little interest in rivalry. They play games not to win over one another, but for pure self-expression.

In middle and later childhood rivalry develops, and also an interest in the end to be realized in play. Now children run races to win. They are still distinctly self-centered, as anyone who attempts to regulate their play will discover. The ten-year-old boy is a grand-stand player. He wishes to outdo others for his own glory. But *in early adolescence* a new social spirit is awakening. There are new loyalties developing, and the boys and girls are playing athletic games for the idealized honor of a team or a class or a school. Team play, sacrifice hits, enthusiasm for idealized groups, are becoming dominant elements in play.

Physical Play

A large part of the play of early adolescence is physical play. Boys and girls of this age, with their rapid development of muscle tissue and nervous energy, are subject to a muscle hunger or a muscle intoxication that greatly affects their play. They enjoy the free exercise of the large muscles and are beginning to acquire facility in the finer muscular coordination. They delight in athletics, in walking, running, rowing, swimming, and dancing, and in romping and horseplay. Unlike children they delight in putting the last ounce of energy into a game. They need sympathetic guidance and a wholesome outlet for the nervous energy that must be released in some sort of physical activity. We cannot solve the play problem by a policy of restriction, enforcing a program of "all work and no play." One of the serious problems for the American state and church is the development of a wholesome program of play. Perhaps the most serious element in this problem is the development in older persons of an intelligently sympathetic attitude toward the play of our boys and girls. The frequently mischievous activities of adolescent boys and girls may be turned into wholesome channels through a well-considered program of sports and recreations.

Moral value of play.—One of the chief values of well-regulated play is its moral influence. The battle of Waterloo is said to have been won on the cricket fields of England. If so, it was through the development of the social and moral attitudes and habits

which made the English officers the men they were. The rough games of adolescence have done much to develop the moral values of fair play, good sportsmanship, and loyalty to group ideals. They need supervision and guidance, but with these they may be among the chief forces for moral education.

Games for girls.—Much has been written about the moral value of sports for boys. It is fortunate that their value for girls is gaining the attention of the world of education. Group games are of great importance to the early adolescent girl. "If a girl does not become a good sport before she is fourteen she never will, but will be condemned to premature young ladyhood."[1]

The Play Program

John L. Alexander has reported the responses of 180 pastors and church workers to a series of questions on the social and intellectual life of adolescents.[2] In the replies to the question "What provision is your church making for the social and intellectual life of boys and girls in setting apart room for such activities as games, debates, club and reading purposes?" he finds that the majority express a willingness to "allow" the boys and girls to use certain rooms, but that there are few plans to initiate or direct the use of such rooms. It is clearly one of the most important duties of the church and the church school to provide and properly supervise a recreational program for our boys and girls.

[1] *Play in Education*, Lee, page 392 f.
[2] *The Sunday School and the Teens*, Alexander, Chapter XIII.

Adapting a program to social needs.—What an adequate play program includes and what the average teacher can do to promote wholesome recreation are problems too comprehensive for discussion here. Teachers should be familiar with one or more books on the subject, several of which are listed at the end of this chapter. It should be said, however, that the program should be planned with the social situation of a group definitely in mind. The rural group, for example, will need a different program from that of the city. The following observations were made by a committee on recreation and rural health which reported to the Bureau of Education:

"(*a*) Farm boys and girls do not develop symmetrically.

"(*b*) The work of the farm seems to overdevelop the major or fundamental muscles, while the finer or accessory muscles are neglected."

This being true, it is evident that the play program for rural boys and girls should be planned to correct this unbalanced development. There may be other maladjustments in city boys and girls which may also be corrected through a play program. The value of a thorough program of physical training and play is indicated in the following report by a play expert:

Ipswich is a town of eight thousand inhabitants. It has no playgrounds, no physical training in its schools. It has a high-school athletic field, many vacant lots, and the open country was in sight. On a test given to all boys in the fifth, sixth, seventh, and eighth grades it was found that the average performance of the thou-

sands of boys in the same grades in the schools in the Borough of Manhattan, New York City, exceeded that of the Ipswich boys:

In the standing broad jump.....by 25 per cent
In the running 60 yards.....by 70 per cent

And in chinning the horizontal bar they did five times as many.

With all the vacant lots and open country the Ipswich boys were found to be:

6 per cent in the athletic field;
12 per cent in the vacant lots;
20 per cent in the home yards; and
62 per cent on the streets.

Of all the girls observed, 75 per cent were on the streets.[3]

The Play Spirit in Work

"The greater part of life," says Seashore, "is neither wholly play nor wholly work." There are many instances in which useful tasks are done in the whole-hearted, happy spirit of play, and there are other cases of so-called play which are downright drudgery. Probably the most useful creative work of man is done in the mood of play. It is joyful self-expression, into which one throws his whole soul. One who does not enjoy his work cannot fully enjoy his play. To develop in boys and girls a love of work, an interest that glorifies toil with the play spirit, is one of the fine privileges of a true teacher. "Engineering is not work to me," says a distinguished engineer. "It is my life, my way of expressing myself. I spend

[3]George W. Ehler, former Director of Physical Education, University of Wisconsin, in the *Kansas Teacher*, March, 1917.

twelve or fourteen hours a day at engineering. I spend half an hour a day at work—reading things or doing things that I feel I must read and do, but which themselves are disagreeable or uninteresting." Early-adolescent boys and girls are rapidly forming their life habits. Both work and play are essential to them. Their training in these crucial years may largely determine whether they will be frivolous loafers, or "grinds," or wholesomely balanced young people who enjoy both work and play and still have the moral stamina to face with determination a disagreeable task.

To develop this wholesome attitude toward work and play we must stimulate worthy ideals in play and worthy motives in work. If we ourselves find pleasure in our work our suggestible pupils will be stimulated to a like interest and may consciously or unconsciously imitate our attitudes. And if we so plan their work as to bring into play their curiosity, their native enjoyment of a variety of sense experiences, their self-regarding impulses, such as emulation, and especially their altruistic impulses, their work may become a pleasure. The chief factor will very likely be the contagion of your own joy in service.

A Balanced Program

The properly balanced program of work and play for early adolescence is a difficult problem, but one worthy of thorough study. It is evident to the least observing that recreations and amusements are taking a much larger proportion of time than formerly. City conditions are introducing a variety of social problems, not

the least of which is the complex problem of amusements. Since relatively little attention has been given to early-adolescent boys and girls in planning public amusements, this phase of the life of our young people has been commercialized, often to the harm of our boys and girls. Several years ago a study of four large high schools showed that a majority of the students spent not more than four evenings a week at home.[4] To say nothing of the often questionable character of amusements offered by the commercial interests there is a disproportionate amount of time spent by early adolescent boys and girls in motion picture theaters, amusement parks, and other similar resorts.

Cooperation.—Churches, schools, and teachers should cooperate in a program of recreation. The evils of injudicious amusements cannot be cured by a merely negative attitude. We greatly need a positive program that shall include both work and play. Work that is really useful service and not a mere make-believe responds to the growing hunger of adolescence for a part in the activities of the world of real life. And play is a wholesome release for the pent-up energies of youth and a means of positive development for the attitudes and activities involved in moral and social behavior.

A playground specialist has recommended the following apparatus for the recreational activities of early-adolescent boys and girls:

This should include an outdoor gymnasium (the

[4] *The High-School Age*, King, page 173.

boys with the aid of blacksmith and carpenter can provide apparatus for such gymnasium if it is not possible to buy apparatus of regular manufacturers), running track, jumping standards, apparatus for vaulting, hurdles, eight-pound shot, baseball and football field, tennis court, bowling green, croquet sets, basketball court, skating rink, indoor gymnasium, swimming pool, homemade boats, rowboats, sailboats, guns, fishing tackle; workshop; mechanical and electrical toys; den or clubhouse; garden; pets; menagerie, vivarium, aquarium, nature collections; puppet theater; musical instruments; outfit of some sort for painting, modeling, carving, or burning; material for sewing, beadwork, or embroidery.[5]

Most valuable suggestions are to be found in the handbooks of the Boy Scouts and the Camp Fire Girls. The insight into the life of boys and girls which has guided the development of these organizations will be of great value to all teachers of early-adolescent boys and girls.

Problems

1. Make a list of the games preferred by your pupils. How large a proportion of them are active games?

2. Ask your pupils to make a chart showing the way they spend their time for a week, under these heads: sleep, meals, school recitations, study in school hours, study out of school hours, parties and similar social gatherings, commercial amusements, such as "movies," theaters, etc., work in the home, work for pay, clubs and other meetings, gymnasium or other organized play, free or spontaneous play, practicing music, or other art studies.

[5] *Education by Play and Games*, Johnson, pages 207f.

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CHAPTER IX

MORAL LIFE AND SOCIAL RELATIONSHIPS

CHILDREN are not born moral; neither are they immoral. According to adult standards they are relatively nonmoral, but they develop a morality that grows with their growth from infancy to age. A contrast of the ruling impulses of childhood with those of adult life will show what great adjustments must be made during adolescence. An infant is almost altogether egoistic. He is self-centered, willful, and unsympathetic. At the beginning his caresses, like those of a purring cat, are his pleasurable reactions to the comfort of his environment. Experience soon teaches him that caresses bring caresses in return, and throughout the years of child life there is a more or less conscious bartering of what we term good behavior for good will and the satisfaction of childish wants. Childish sympathy is a slow-growing plant. There are tears in plenty, but they are tears of self-pity rather than sorrow for the ills of others. As childhood develops, the social impulses that lead to sympathy slowly awaken; but as a whole childhood is predominantly individualistic. A child develops personal rather than group rivalries, is jealous of favors shown other children, seeks to be noticed and given attention. Nature has made no mistake in giving children this self-seeking nature. It is adapted to the necessities of depend-

ence on the care of older people. But as a child attains a greater relative independence, social responsibilities appear, and so normal development involves a developing moral sense. The social responsibilities of childhood are chiefly established with reference to child groups; hence, a quite distinct moral code develops in childhood.

Social Attitudes of Adults and Children

In adult life, however, there is a much greater degree of personal independence and power, with a consequent increase in responsibility. The moral world is greater and more complex than in childhood. There is a wide variety of social contacts and an increasingly complicated ethical code. Thus, while the attitudes of individualism, which arise from the most primitive of instincts, never disappear, they give way in great degree, in the normal personality, to those instinctive attitudes and impulses which we call social. The normal relationships of the social and individualistic impulses in the various stages of development may be represented by Figure 3.

In early adolescence the social impulses are normally beginning to dominate the personality. It is a period of a new appreciation of social relationships. The dominance of the instinct of sex attraction may be overestimated, but it has a deep influence upon human development from early adolescence on. The consciousness of relation to social groups has been developing before adolescence begins, but now it becomes more distinct, while it involves a larger number of group

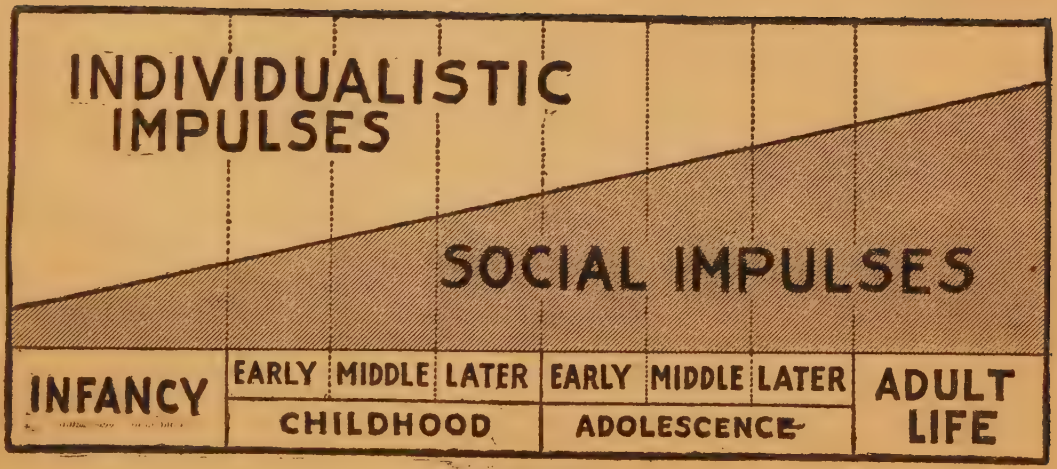
INDIVIDUALISTIC IMPULSES
SOCIAL IMPULSES
INFANCY
EARLY
MIDDLE
LATER
EARLY
MIDDLE
LATER
ADULT LIFE
CHILDHOOD
ADOLESCENCE

Fig. 3

relationships. Loyalties to a school, a club, or a baseball team become prominent. It now becomes possible to organize group games that were unsatisfactory in earlier periods. Personal attachments become deeper and more permanent than before.

Relation to Older Persons

In early adolescence there is a growing interest in the world of adult society. Boys and girls are looking forward eagerly to becoming men and women. Hitherto they have "played" at being grown-ups; now they begin actually to try to assume the attitudes of adults. A girl of thirteen wrote in her diary: "My new summer coat and skirt are awfully becoming, everyone says. Father says, too: 'I say, you'll be a young lady! But don't grow up too quickly!' I can't make out why he said that; I should like to be quite grown up; but it will be a long time yet."

Not Children.—This relatively new interest in adult life and this impatience with what seem the slow processes of growing into that desired estate should be appreciated by every teacher. Every stage of development from puberty on is magnified in the eyes of the boys and girls themselves. A year's difference in age means little to the adult; it means much to a fourteen-year-old boy or girl. From the standpoint of fourteen, sixteen is a quite grown-up age, while the years of the twenties represent a distant and advanced age. Still, the boy of fourteen may feel that he belongs with an older group and is likely to chafe at any underestimation of his years and powers. Teachers should

sympathize with these adolescent notions and should correspondingly modify their attitudes toward boys and girls of different ages. Do not refer to adolescent boys and girls as children even in the circle of the teachers' meeting or workers' conference; never challenge their resentment by treating them as children.

Companionship with adults.—The growing adolescent interest in adult life has another pedagogical corollary. There should be a closer and freer companionship between these young people and adults. In one respect the ancient Spartans may teach us a lesson. They had a sort of big-brother plan, according to which a boy became the friend and companion of an older man. The Roman father improved on this by himself becoming the close companion of his boy. Not only parents but other adults should get acquainted with the adolescent boys and girls. They are in a period of hero worship and chums and personal admirations. They are often ardently devoted to favorite teachers. One girl, after a visit with an idolized former teacher, wrote: "I shall simply live upon this memory, and the only thing I want in life is that I may see *her* once more."[1] To be sure, many adolescent "crushes" are unwholesome, but the influence of sensible and sympathetic older people is generally helpful.

Gangs and Bunches

The social interest which has been gradually increasing during later childhood expresses itself in the im-

[1] *A Young Girl's Diary*, translated by Eden and Cedar Paul, page 280.

pulse to group in a variety of organizations—informal "gangs" of boys or "bunches" of girls, secret clubs, or more formal organizations. This tendency reaches its height in early adolescence. A gang of boys, unregulated and under improper influences, may be a terror to a neighborhood; but in their grouping together they are following the call of a deep instinctive impulse. The problem of the gang is no easy one to solve, but it cannot be solved by a mere coercive attempt to break up the gang. With sympathetic interest in the boys you may succeed in directing the energies of a given group into more wholesome channels.

Group loyalty.—The gang problem involves the factors of leadership and loyalty. You cannot appoint leaders from the outside; they develop in the social environment within the group. The chief strategy of winning a gang for higher ideals and purposes is to win the leader or leaders. The loyalty of the boys to their group and its leadership can thus be conserved for the higher aims that may be suggested to these natural leaders.

Girls' clubs.—The spontaneous organizations of girls are not so conspicuous as those of boys, largely because they are usually somewhat more restricted; but there is a similarly strong tendency for girls to form more or less organized groups. Girls form clubs for all sorts of purposes, having probably as wide a variety of organization aims as boys. Such organizations can readily be formed about the influencing personality of an admired adult leader.

An enviable opportunity.—To direct the group im-

pulses of boys and girls into wholesome channels and use them in the interest of our educational aims is a task for a skillful and sympathetic worker who can influence the leadership of the group or even become personally identified with the group. Such a leader must have the unusual power to be one in an adolescent group without condescension or a sense of being an outsider. If you have good sense and patience and a real interest in the group you may perhaps be "adopted," as some white men have been adopted by Indian tribes.

Mixed Moral Codes

With a background of child morals and a new interest in a variety of social relationships it is inevitable that there is often an illogical mixture of ethical attitudes. A girl of fourteen shows a womanliness of sympathy and understanding which encourages her teacher, and then is blamed for some childish impulse of selfishness. The new social appreciation should be cultivated, the egoistic impulse should be discouraged; but the girl is nervously unstable and sensitive to criticism, and a delicately sympathetic touch is the needed and difficult treatment. It is a splendid triumph for the teacher to win the confidence and loyalty of one of these early-adolescent boys or girls.

Contending impulses.—The frequent oppositions of adolescent characteristics which have been discussed in Chapter V appear in various social attitudes. Adolescence sees a distinct development of the altruistic spirit essential to a worthy morality. Helpfulness, social

loyalty, service to the world, become ruling ideals in the idealistic years of adolescence. But alongside the altruism of early adolescence are a new consciousness of self, rising self-evaluation, and the impulses of self-interest. It is characteristic of this often paradoxical period that a boy may seem self-centered almost to heartlessness and still may at times display a loyal devotion to his chum or to his family or other social group. Adolescence is a period of rather free impulsiveness that may at one time be self-centered and at another time sympathetic.

The Desire for Solitude and for Society

The alternations and contradictions of joy and melancholy have already been discussed. Related to these moods, perhaps, is the desire for solitude which often alternates with the wish to be in the social group. The desire for solitude, like the feeling of shyness, is not a true nonsocial tendency. It may arise in a reaction to some social situation or it may come from the social impulse that led the boy Wordsworth to desert his fellow revelers and commune with the living presence of nature. We find this desire in the life of Jesus, but it responded to a social tendency to communion with Him whom Jesus called Father.

The Desire for Approbation

The desire for approbation shows itself in all sorts of wholesome and unwholesome ways. It leads to industry and worthy ambition and also to false social

evaluations and dishonest means of gaining attention. It differs from the childish "showing off" in that it has a different social background. It is not mere egoism, but the desire to adjust one's self with advantage to a social environment. Because of the feeling of being under the observation of his group the adolescent boy will throw his energy into the working of an algebra problem or the winning of a basketball game. The same instinctive desire for approbation may lead to deep humiliation and mental distress. Thus, a farmer's daughter writes that during her early adolescence she suffered an exaggerated sense of shame. She was ashamed of living in the country, of riding to school in a buggy, and of the out-of-fashion clothing of her parents.

Acute Conscientiousness

The conscience of adolescence is a friendly monitor and also an inquisitorial torment. It is often a Pharisaic conscience, legalistic and particular, castigating the boy or girl for slight infractions of law or for purely imaginary faults. It grows out of the legalism of childhood, with its ideal of obedience, under the new impulses and moral urgencies of adolescence. Many a boy of fourteen or fifteen has a keen sense of obligation to keep his word even in trivial matters; and though he is led to break his word, it is with a sense of having violated a vow. A young woman writes from her recollections of this period:

My attitude became scrupulous. I hated to apologize for fear that I might not be telling the truth. My fear

of acting a lie or being a hypocrite made my life unbearable at times. I was not very mischievous at school and knew my lessons well, so that in order to make clear to the teacher that I was not exactly "perfect" I took to telling things about my awful past.

A Critical Attitude Toward Others

The conscientiousness above discussed is often turned about in a sort of vicarious conscience for others. This, joined to a vivid imagination and personal sensitiveness, often results in painful misunderstandings, suspicions and accusations of others. When a girl fell down the stairs with a china pitcher, and her mother's first inquiry was if she had broken the pitcher, she concluded that her mother thought more of the pitcher than of her and was convinced of the falsity of this conclusion only after "no little amount of petting." Another young woman describes this characteristic attitude:

I have always been very conscientious and I think it reached its maximum during this early adolescence. I imagined I was more abused than anyone else in the whole world. And as long as my folks could not appreciate me, I wished for all sorts of calamities to befall me, just to make them sad and regretful.

It is clear that a teacher must move carefully among the various heterogeneous impulses out of which adolescent morality must develop. His need is for deep sympathy and clear thinking. A word of encouragement at the right time may be of untold value, while a careless criticism may work serious harm. Our suggestions concerning the moral ideals of our pupils should

very seldom be negative. We should seek to direct and use an impulse in the interest of an advancing moral life rather than to abolish it. We should encourage the establishment of new habits to supplant the less desirable. The boy who is shy and retiring should not be ruthlessly dragged into the group, but his interests should be recognized and made the basis for contacts with the group. The girl who is ashamed of her poverty or her unfashionable dress or her plain face should be tactfully led to realize her compensating good qualities and opportunities and to gain a broader outlook and an appreciation of higher values. Frances Willard in early adolescence mourned her lack of beauty, but she was greatly comforted by the suggestion that she resembled a grandfather who was very "noble looking," and by the encouragement of her brother, who said, "Never mind, Frank, if you are not the handsomest girl in school you are the smartest."

Out of these complex impulses, with many others, develops the more settled, better reasoned, more consistent morality of later years. This is a period of moral dangers, and one in which well-trained and sympathetic teachers may be of untold value to the developing life. Without moral guidance boys and girls may drift into careless habits, vice, or crime.

Problems

1. Recall and describe the various spontaneous clubs or other organizations to which you belonged in early adolescence.
2. What differences can you discover between the

moral code of a boy of ten and that of a man of thirty? How do they differ regarding property rights? honesty, loyalty to social groups, etc.?

3. What woman of your acquaintance has most definitely the confidence of young girls? Why do they make her a confidante?

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The Boy Problem, Forbush.
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CHAPTER X

THE RELIGIOUS LIFE OF EARLY ADOLESCENCE

We have a twofold interest in the adolescent religious life. We are concerned with its relation to the religion of later life and also with its value to the boy or girl of to-day. While its value as a preparation is important, our chief concern should be for religion as adapted to the present needs of adolescence. We may accept the principle that the best adaptation of boy or girl life to the needs of its present environment is the best preparation for a later stage of development. It is likewise true that the training of childhood for its own needs is the best preparation for adolescence. In the swirl of adolescent impulses the normal progress toward the desirable harmony of adult life very largely depends on the habits and ideals that have been developed throughout childhood.

The Complex Problem of Religious Training

The problem of religious guidance for this period is a very complicated one. Religion is always a complex of instincts and emotions, perhaps involving, in its full development, a sublimation and complication of all these fundamental human tendencies, relatively unorganized and bewilderingly complicated. Adolescent religion, therefore, being a union of these two systems

of complexes, cannot be a simple problem. The teacher of early-adolescent boys or girls must study them thoroughly, understand them as much as possible, and have faith that whatever of good training they have had in childhood will have its effect in carrying them safely through the adolescent crisis.

Relatively Regular Development

Despite the complication above described there may be a relatively regular development of adolescent religious life, or "growth without definite transitions," to use Starbuck's expression. This most desirable type of development depends in general on careful guidance through all the periods of childhood and adolescence. Boys and girls thus safeguarded may in a great degree avoid the sense of alienation and self-condemnation which makes adolescence for so many a period of torment, inner struggle, and painfully achieved readjustment, and may still develop as high loyalties and keen enthusiasms as those whose experience is more cataclysmic. From his extensive study of religion in adolescence Starbuck drew the following conditioning factors of this gradual development:

1. **Religious surroundings in childhood.**—A regular religious development can hardly be expected unless there has been a wholesome religious environment in early life. There are many persons who cannot recall any marked feeling of alienation from God and his kingdom of righteousness. Instead of an experience of alienation and restoration they have felt a gradual widening and deepening of religious concepts and

ideals and a gradual modification of impulses into the more mature reactions.

2. A reasonable freedom from dogmas that children are incapable of assimilating.—Early adolescence resembles childhood in being relatively uninterested in the intellectual doctrines of religion. While these boys and girls have definite religious beliefs, they still have to do largely with the more objective facts in theological and other doctrines rather than the philosophic and highly mystical beliefs that engage the interest of later periods. This being true, there are many elements in religious doctrine which cannot be apprehended at this period. The only value in teaching such doctrines at this time lies in the acquisition and retention in memory of the verbal forms which may later become significant to religion. Catechetical instruction in the doctrines of the church is quite commonly given in early adolescence. Part of this can function as religious education, but another and perhaps greater part is not religious education at all, because its religious significance is not appreciated at this stage of development. And the too-early emphasis upon theological doctrines may have an unwholesome effect in creating a distaste for religious thinking.

3. The needs of the child carefully met at every point in his development.—Here is the responsibility upon parents and teachers throughout the period of development. Ours is a delicate task. Early adolescence is beginning to revolt against authority and dogmatism. Tactful, sympathetic suggestion, rather than dogmatic instruction, must be our method. A

concrete illustration of the most wholesome treatment of adolescence is thus reported by Professor Starbuck:

A minister of the writer's acquaintance, who is a wise teacher and parent, learned indirectly that his son was beginning to inquire into the things he had been taught and had even asked for reasons why he should believe in the existence of God. Instead of treating the slumbering doubt as an offense against religion and fearing that the boy was on the downward road he awaited his opportunity to help him through his difficulties. He described the incident in this way: "It was in the evening. We walked together, chatting in most familiar fashion. I took him by the hand and, after a little pause in the conversation, I said substantially, "I heard something good about you the other day—something that showed that you are growing toward manhood." Of course, he wanted to know what I had heard, and I told him. I told him that children get most of their first ideas from their parents, just as the little robins get their food from their parents, but that as they grow they want to know some reason for their opinions; that I was glad to have him ask for reasons for believing that there is a God; that this question of his made my heart leap with gladness as I thought of the time when we would sit in my study as companions in thought and talk over great things. The father adds, "The boy is a Christian man at this writing, preparing a graduating thesis on Christian ethics."

4. A certain mixture of faith and doubt.—A certain degree of doubt normally indicates a development out of childish credulity to the more reasoned faith of adult life. In early adolescence there is still a large element of the child type of faith, while doubt be-

comes more prominent in middle and later adolescence. With proper guidance there need be, in most cases, no epochal shock of despairing doubt to necessitate a definite crisis experience.

The Conversion Crisis

Although the relatively regular development above discussed is undoubtedly the most desirable type, some sort of crisis experience in adolescence is perfectly normal. There are many forces to disturb regular development. There are variations in physical and mental growth which may combine with elements in environment to develop a crisis situation.

When conversion occurs.—Conversion in the sense of abrupt change or radical break with the past, if it occurs at all, occurs normally in adolescence. It rarely occurs before twelve years of age or after twenty-five. The normal center for this phenomenon seems to be in middle adolescence, but there are many cases between twelve and fifteen. The curves in Figure 4, based on Starbuck's extensive data, indicate a considerable proportion of conversions in early adolescence, but a much greater proportion in middle adolescence, with a considerable number early in the period of later adolescence.

The divided self.—What happens in the typical conversion experience is well discussed by William James, who pictures the preconversion state as one approaches the crisis as a division of the self. While the conversion experience is not of itself abnormal it may be better understood by a reference to the psychology

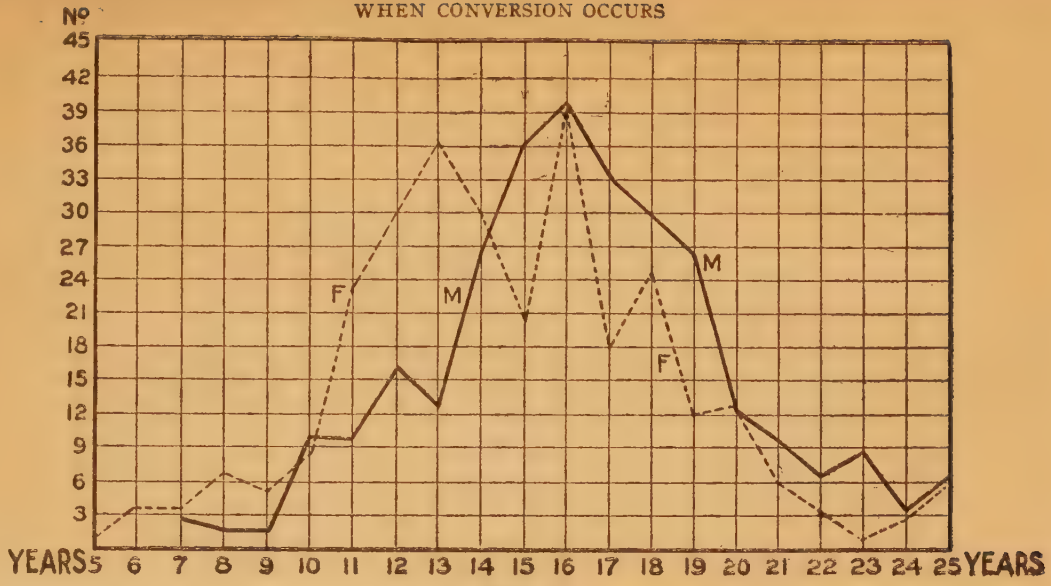

WHEN CONVERSION OCCURS
Nº
45
42
39
36
33
30
27
24
21
18
15
12
9
6
3
F
M
M
F
YEARS 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 YEARS

Fig. 4

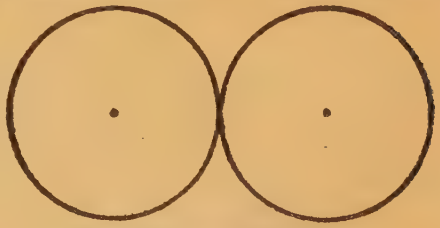
of relatively unusual mental states. Every normal personality has a variety of centers, which may be perfectly consistent with one another. While our personality is consciously centered in one point, we may be able easily to recenter it in another point. For example, you are a member of a teacher-training class. While in this class you are a very different personality from what you will be next Saturday as a spectator at a baseball game. You recognize a certain unity in your personality in these two situations and also a diversity. At Saturday's game you may shout and cheer enthusiastically; here it would be impossible to shout in any such manner. This normal variation of personality may be illustrated by Figure 5a. Here is a unitary personality, to be sure, but with two quite different centers: In a sense you are two persons—a student and a baseball enthusiast; but there is such a close relationship between the two personality centers that they are harmonious. As a student you are conscious of the personality organized about the baseball center. In this sense every personality is a complex. Every distinct interest forms a more or less organized group of attitudes and ideals and feelings about a center.

Abnormal dual personality.—In abnormal states, with an intervening series of variations, there may be such a separation of the personality-centers above described that one can with difficulty pass from one center to another or not at all. The latter extreme may be pictured as in Figure 5b, which represents a distinct case of double or alternating personality, the person

SLIGHT VARIATION
OF PERSONALITY CENTERS

A-NORMAL

WIDE VARIATION
OF PERSONALITY CENTERS



B-ABNORMAL

Fig. 5

while in state "a" being entirely unconscious of state "b." This is the Dr.-Jekyll-and-Mr.-Hyde type of mental abnormality.

Inner strain.—This matter of varying centers of personality is discussed thus at length to illustrate the fundamental nature of the preconversion state. In adolescent boys and girls there develops normally a sense of sin, of some degree of moral delinquency. Thus one comes to have a certain degree of inner strain between those moral ideals which form one center or core of personality and the contrary impulses that constitute another personality center. This inner strain, which Paul describes in Rom. 7. 15-21, may involve a sense of estrangement and inconsistency of behavior so slight that the personality may be easily harmonized by the union of the centers representing ideals and behavior, so that there is no distinct crisis experience. This type of experience, illustrated in Figure 6a, may be found in the cases of gradual development heretofore described. A wider variance between moral and religious ideals and behavior, illustrated in Figure 6b, may necessitate a distinct conversion crisis, while such a variation as that shown in Figure 6c may involve an extremely acute sense of inner division and call for a very painful crisis experience.

Development types in early adolescence.—Of these types of religious development that shown in Figure 6a is a very frequent form in early adolescence. Occasionally the type indicated by Figure 6b appears. The type of Figure 6c is rare until middle adolescence or later.

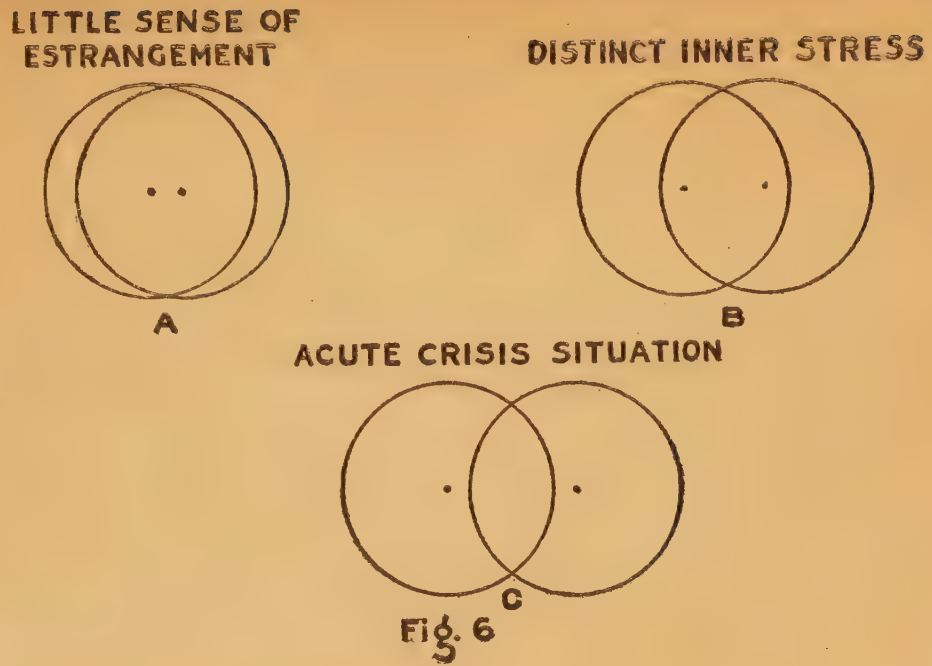

LITTLE SENSE OF ESTRANGEMENT
A
DISTINCT INNER STRESS
B
ACUTE CRISIS SITUATION
C

Fig. 6

Evangelism for Early Adolescence

The foregoing discussion of adolescent religious development seems to indicate that the best type of evangelism for this period is the religious teaching and influence which will contribute to steady growth. It is not necessary to awaken the conscience of this period by the powerful stimulation of evangelistic campaigns. In fact, the excitement of such campaigns and their appeal to primitive emotions may be distinctly harmful to boys and girls. They need gentler methods; but, far more than methods, they need sympathy and friendly counsel.

While we are no longer satisfied with the idea that children are born outside the kingdom of God, we have not fully recognized the implications of the more Christian teaching that "to such belongeth the kingdom of heaven." The chief evangelistic work of the church is in guiding the steps of the inexperienced boys and girls from one stage of religious experience to another. In early adolescence we wish our boys and girls to become responsible members of the church, and we too often set before them a life decision that suggests rejection of the Christian life almost as strongly as its acceptance. Sometimes we give them such conceptions of Christian experience, adult rather than adolescent, that they are discouraged or else lose interest in religion. Boys and girls in this period are frequently puzzled and concerned about religious problems that are generally unknown to either childhood or adulthood. "I do wish I could know whether I'm

good or naughty," said one fourteen-year-old girl. This is an encouraging evidence of a new conception of goodness, but it indicates also the peculiar problems these inexperienced young people are facing.

Graded lessons and evangelism.—In this connection something should be said of the value of graded lessons as an evangelistic agency. The aim of graded lessons is greater efficiency in the development at each stage of the appropriate religious experience. It is fundamentally important that every teacher have an evangelistic conception of his work. His task is not merely that of teaching the content of a textbook; it is developing the religious and moral nature of the pupils. Graded lessons are designed by trained Christian educators as a means to this development. Therefore, the evangelistic impulse should be felt not merely in special seasons of religious emphasis, but also in the weekly and daily faithfulness with which boys and girls are trained in and for the kingdom of God.

Conceptions of God

Mental and religious development from childhood to adult life involves changing conceptions of God. In childhood God is objectified, usually as a more powerful man, somewhere in space. Probably the form of this visual picture is largely determined by the symbols of God and heaven which our teachings have contained, but naturally a child tends to localize God and visualize him. Throughout adolescence religion is becoming more and more internalized and spiritualized, but in early adolescence the childish conception of

relation to a God in visible form is still largely dominant. Without denying the childish conceptions that remain the teacher should seek to develop a more spiritual conception, a broader, more universal conception of God, and to emphasize the attitudes toward him involved in moral conduct.

Keeping the boys and girls in mind.—It is well to remember the keen, questioning minds of our boys and girls in planning our forms of worship. When we speak of God as looking down upon us, when we appeal to him to come to us, to be with us in our worship, the figurative language may satisfy us; but the thirteen-year-old boy or girl may wonder where we think God is and whether he had to be invited to come to the place where we worship him. And when we picture God as constantly watching to see when we do wrong, or as being satisfied only with the blood of retribution, we are injecting into tender hearts that which may alienate them from the really loving, sympathizing, and companionable Father.

Morality and Service

Boys and girls in early adolescence appear to be relatively little concerned with the intellectual phases of religion. They are not yet ready to formulate a working philosophy of religion. They are little interested in doctrines and creeds. But they are interested in the practical applications of religion. They are opening their eyes to the possibilities of a social world, and religious problems are for them largely problems of conduct. They still hold the conception of God as

a king whose will is law; but the moral nature of divine law is becoming felt. This is a providential time for presenting the moral and social phases of the Christian life. A program of social helpfulness, developing the habits of feeling and responsibility for others and encouraging worthy social attitudes and ideals, is of the highest value. Among the valuable means to this development should be mentioned the activities fostered by the organizations of Boy Scouts and Camp Fire Girls. These organizations may be profitably utilized by the Intermediate Department, and their judiciously chosen activities may thus be linked up with the church school.

Problems

1. Recall your own experience in early adolescence as far as possible. What ideas of God do you recall? How did your religious life differ from that of to-day? Was your development of the crisis type or a more gradual development?

2. Study a group of early adolescents. In what parts of the Bible are they most interested? What books or stories do they read? What sort of personalities most appeal to them?

3. Examine the hymnbook which you use. How many of its hymns appeal to the interests and ideals of intermediates?

References for Further Reading

Girlhood and Character, Moxcey, Chapter VIII.

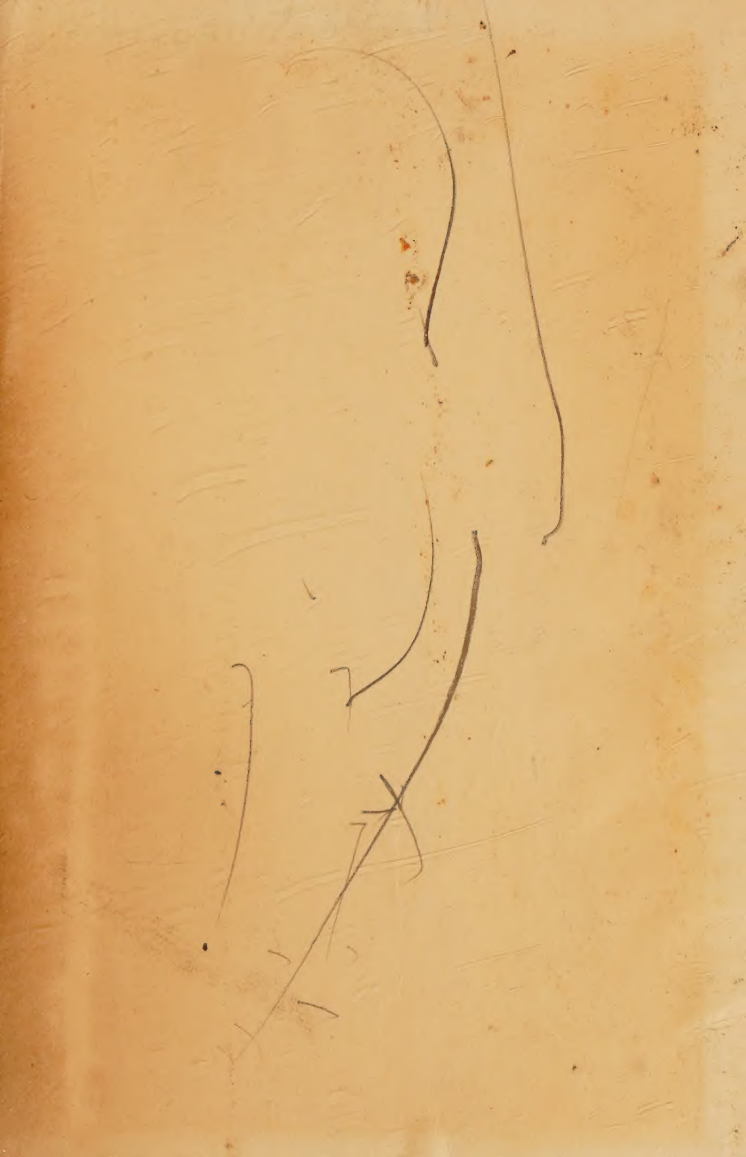
A Social Theory of Religious Education, Coe, Chapters XVI and XXIII.

The Psychology of Adolescence, Tracy, Chapter XIII.

How to Teach Religion, Betts, Chapters V and VI.
The Sunday School and the Teens, Alexander, Chapters I to IV.
The Psychology of Religion, Starbuck.
The Teacher's Study of the Life of Christ, Barclay, Lesson VIII.
Life in the Making, Barclay and others, Chapter XII.
Varieties of Religious Experience, James.

R E Heney.

1809 - 1809



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